

ACADEMIC SENATE MINUTES
December 2nd , 2008

Attendance (X indicates present, exc indicates excused, pre-arranged absence)

Behavioral & Social Sciences

Brown, Maria
Widman, Lance X
Wynne, Michael X

MacPherson, Lee
Marston, Doug
Rodriguez, George

Business

Halamka, Dagmar
Saddiqui, Junaid X

Learning Resources Unit

Striepe, Claudia X
Robles, Vince (sharing) X
Ichinaga, Moon (sharing) X

Counseling

Beley, Kate X
Gallucci, Linda X
Jackson, Brenda X

Mathematical Sciences

Scott, Greg
Glucksman, Marc X
Boerger, John
Fry, Greg
Yun, Paul

Fine Arts

Ahmadpour, Ali X
Davidson, Jason X
Wells, Chris X
Crossman, Mark
Berney, Daniel X
Jeremy Estrella X

Natural Sciences

Cowell, Chas
Herzig, Chuck X
Palos Teresa exc
Vakil, David X

Health Sciences & Athletics

Hazell, Tom
Orton, Tory/Victoria (sharing)
Stanbury, Corey
McGinley, Pat X
Moon, Mary (sharing)

Adjunct Faculty

Kate McLaughlin X
Owens, Annette

Humanities

Hong, Lyman X
Marcoux, Pete X
Uyemura, Evelyn X
Kline, Matt
Adrienne Sharp X

ECC CEC Members

Panski, Saul X
Pratt, Estina
Smith, Darwin
Evans, Jerome
Norton, Tom

Industry & Technology

Gebert, Pat X
Hofmann, Ed

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young,
Guests and/Other Officers: Arvid Spor (Dean's Rep), Bill Mulrooney, Barbara Perez,
Barbara Jaffe.

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The eighth Academic Senate meeting of the Fall 2008 semester was called to order at 12:35pm.

Approval of last Minutes:

The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were approved with one correction from Dr. Gallucci.

REPORTS OF OFFICERS

President's report – Pete Marcoux (henceforth PM)

PM reported on **Faculty "Recruiting"** [pg. 10 of packet] shows a list of faculty recruitments. PM noted that in the current economic climate the positions are not being termed "hires", but "recruitments". PM noted that the positions are also not in numerical, or ranked, order, but just an alphabetical list. The list is close to the Recruitment committee recommendations, but not exactly the same. Discussions are in the works to make the LRC Faculty Coordinator position a management position, thus it no longer appears on this list. Dr. Perez had said that the duties were more supervisory in nature, and that negotiations with the Union were still taking place. It was noted that there had been no collegial consultation, and it was also noted that the Union represents the faculty and the Union was being consulted. PM is talking to Sean Donnell. Mr. Wells asked for a written justification for the position being made Management, and PM said he would make a formal request for this justification, but repeated that it was a Union issue at this stage.

Human Resources is working on an Online Application System The Senate was asked to alert part time faculty who may be applying for positions of this fact. Human Resources will assist faculty by scanning in auxiliary materials (letters of recommendation, etc) as they plan to go completely online. Scanners are available to faculty in the Innovation Center, Library West Wing Basement. Mr. Vakil said that he and Dr. Perez were meeting to organize an activity for adjunct faculty on application presentation and interviewing. PM noted that he had recently been on a Compton faculty Evaluation Committee and had been impressed by their process.

The College Council has been working on a tracking system for policies and procedures. Flex Day will focus on SLO's and assessments.

The Accreditation Commission will meet in San Francisco, January 7th – 9th. Dr. Fallo has seen a preliminary report. Dr. Arce may attend the meeting in January.

Mr. Wells noted that an Accreditation Workshop was also scheduled to run in January in San Jose, and wondered whether anyone was going to attend. PM said to speak to Donna Manno re: funding. Mr. Vakil expressed a tentative interest.

Compton Education Center report - Saul Panski (SP)

[pp. 13-16 of packet] SP reported that Dr. Fallo was set to have a final interview at Mira Costa College on December 5th. He noted that it was a rich college, with no Union, and that the college had also had some Accreditation woes.

The CEC has lost another Business officer, with a new incumbent set to start on Monday. A new Director of Records and Admissions is also set to start work on Monday at the CEC.

Curriculum Committee report – Janet Young (JY)

[pp. 17- 35 of packet] JY reported that the Committee had

- Approved the revised General Studies Major
- Were setting up CurricUNET for use in Spring
- Spring Semester Devoted to Course Review
- Developed Blanket Recommended Prep for All Distance Ed Courses – which states
 - Completion of or concurrent enrollment in Academic Strategies 60, previous satisfactory completion of an online course, or a satisfactory score on the Distance Education Online Class Self-Assessment Instrument.
- Reviewed and Approved 139 Proposals this Semester

It was noted that Academic Strategies classes which prepare students for online classes do exist. The next step would be to put in a Prerequisite, but the Committee wants to explore the Recommended Preparation path first. When asked how Lars Kjeseth’s Open Meetings were progressing, JY said that Lars seemed happy with the outcomes.

Educational Policies Committee report – Evelyn Uyemura (EU)

[pg. 36 of packet] EU reported that the Committee continued to work on the draft **BP 4225 Course Repetition Policy**. Mr. Mulrooney is the author of the draft. [A handout of the draft was available to Senate members] EU noted that faculty should be aware that by law repeatable classes do not have a process for alleviating grades, and that this might have repercussions. One workaround is that if the first grade is a W, that does not count, but once students earn a letter grade, that can only take the class 3 more times. Dr. Gallucci warned that progress probation and other factors like Financial Aid could be impacted if faculty were to encourage students to take a W.

Ms. Gebert spoke of a potential problem with Cosmetology students hours and State Boards. Please pass these scenarios on to EU and Mr. Mulrooney, and they will try and figure out the special circumstances.

Mr. Widman challenged the word “alleviate”, but Mr. Mulrooney assured him that this is the language of Title V. Mr. Ahmadpour said that this should be sent to all faculty, and PM noted that this was the role of the Academic Senators – to take the information back to our colleagues.

The Committee hopes to finish with the Policy this year. The Committee will meet this Thursday.

Faculty Development – Dave Vakil (DV)

DV reported Trudie Meyer had attended a storytelling presentation whereby students develop a digital story, and that the Committee was looking into getting the presenters to come to ECC and the CEC for a demonstration.

DV reported that the Committee had continued discussion on the **Distinguished Faculty Award** and that a consensus had been reached to adopt the State Academic Senate “Hayward Award” principles. Following this method would also make it easy for our winners to be in line for the Hayward Award. DV noted that Mercedes Thompson, an past ECC Distinguished Faculty Award winner, had won the prestigious Hayward Award before. The Committee is still discussing the Part Time Faculty Award.

Legislative Action – Chris Wells (CW)

No report.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)

[pp. 39-40 of packet] Minutes for the 11/6 **PBC meeting**. Discussed the State Budget Update, and LW noted that “there are many questions, still too few answers at this point.” A State financial crisis has been declared. LW said that a new legislature would be sworn in on Monday and would begin with a special session. The State is set to run out of money in March.

Also discussed was Enrollment Trend Analysis, and the question raised is how to account for enrollment growth to EC’s greatest benefit. This is still under discussion.

ASO Representative Report - Joe Udeochu (JU)

No report.

REPORTS OF SPECIAL COMMITTEES

PROGRAM REVIEW – Dr. Barbara Jaffe

[pp 65-66 of packet] Dr. Jaffe reported that 13 Program Reviews had been worked on in the 08/09 cycle and noted that while 0% had been completed in 2007, we now have a 99% completion rate. Dr. Jaffe said that there had been some problems with the process so she had got it down to a 2 page sheet of guidelines, and she has a template for those that prefer working from a template. It was noted that a copy of the Review should also go to Planning and Budgeting. Dr. Perez said it was the responsibility of each Division to see that the requests got into the Budget plans and requests. Dr. Jaffe pointed out the addition of item #4 which links the SLO’s to curriculum. The Conclusion (#8) should be a summary and contain recommendations. The ideal is to do this every 4 years with annual updates.

PM recommended adding Software and Technology to item III. Dr. Spor suggested the Conclusion also go into Plan Builder.

Mr. Vakil asked how faculty could get access to the Division/Unit plan to see how items were progressing. It was suggested to ask the Division Deans for this information. It was seen as important for faculty to have follow-through on items.

Dr. Gallucci said that the document might have to be tweaked for Student Services.

Mr. Ahmadpour suggested taking out the word “strong” in IA. This was agreed to.

UNFINISHED BUSINESS**BP & AP 4300 Field Trips**

[pg. 41 of packet] This was the second reading of the Policy and Procedures. PM noted this as a good example of collegial consultation. A motion was made by Mr. Ahmadpour and seconded by Mr. Widman to pass the Policy and Procedures. The motion carried/passed with all in favor. It was noted that most field trips are conducted by the Natural Sciences Division, with a few by the Athletics and Sports Division. PM notified Dr. Nishime that the motion had passed.

Minimum Qualifications

[pp. 49 - 60 of packet] Dr. Perez noted some amendments to the Real Estate portion of the document. A motion was made by Mr. Widman and seconded by Mr. Wells to accept the local minimum qualifications according to pp. 49-60 of the Academic Senate packet. The motion carried/passed with all in favor.

NEW BUSINESS**Basic Skills Initiative Presentation – Dr. S. Gates and Ms T. Meyer - Basic Skills Initiative Coordinators.**

An Action Plan needs to go to the State once a year. This outlines all the things a college intends to do that year. The coordinators recently sent out a call for proposals, and have received 14 proposals to date, mainly from the Humanities and Math Divisions. The Action Plan would account for most of the funding, but the coordinators have some flexibility with funds. The Basic Skills Initiatives uses the “Poppy Copy” which details and has guidelines on how the monies should be spent. Dr. Gates said it is frustrating to use.

It appears that the aforementioned proposals would use approx. \$619 thousand, and we have approx \$900 thousand. But now the coordinators may see these funds being kept for other purposes. On the one hand they are being encouraged to spend the money, and on the other hand they are being told to save – but for purposes other than Basic Skills. Mr. Widman asked whether these proposals had been put into Plan Builder. Ms. Meyer said that the Action Plan was in Plan Builder. Mr. Widman noted that everything had to be put in the software.

Dr. Arce said that the Basic Skills was a Categorical grant, and that a five- year plan had been developed for the program. Dr. Arce said that while there was some carry-over money, he doubted that there was \$900 thousand. He also noted that a weakness of the five-year plan was that there was no evaluation. Mr. Wells asked whether the Basic Skills Initiative was going through Program Review.

Dr. Gates replied that the Initiative had gone through all the relevant paperwork, and that she could show via the paperwork that the initiative DID have \$900 thousand. Mr. Widman was concerned about linking planning and budgeting. He noted that there were always plans and monies that were not documented or integrated into a plan, or evaluated.

The Poppy Copy guidelines as to what the money can be used for are muddy. Ms. Meyer said that the Initiative is working with Institutional Research to see how effective the program is, and asked if this would not count as evaluation.

The Compton Educational Center gets its own Basic Skills Initiative money. During the first year, funding was used to develop “best practices” - the Poppy Copy came out of that. The colleges were then asked to fund “risky” and “creative” projects and ideas. Please forward ideas and comments to Dr. Gates, Ms. Trudie Mayer, and PM.

PUBLIC COMMENT

Spring Meetings of the Academic Senate

[pg ii of packet] lists all the meetings for the Spring Semester.

As February 17th is the first day back, it was decided to strike that meeting date. Meeting will be held in the Alondra Room through March, but the Senate will have to find new quarters from April. PM is negotiating with Library Director Grigsby. Please send other meeting place suggestions to PM. The place must be able to accommodate 50 people.

Classes during Campus Hour

PM discussed a letter from Mr. Holliday objecting to “College Hour Creep”, whereby classes were being scheduled during the college hour (Tuesdays and Thursdays) that had been intended for club/meeting attendance and communication. Mr. Widman noted that this issue had been discussed before and come up every now and then. Dr. Arce noted that the Deans do try not to schedule classes at this time, and that it is usually at the request of part-time faculty. PM noted that students are also impacted by this practice. Mr. Ahmadpour noted that clubs are also affected. Office hours are not regularly scheduled during this time. Dr. Perez noted that the Tuesday hour is traditionally more “respected” than the Thursday hour.

It was decided to ask for more information before PM signs off on this letter.

Bus Pass Program

Dr. Nishime reported that the Bus Pass program will be piloted at the Compton Education Center only at this time.

Holiday Party

Mr. Vakil said to look out for flyers advertising the college Holiday Party on the 12th December.

The meeting adjourned at 1:55pm

CS/ecc2008

Recommendation 1. As cited in previous (1990, 1996, and 2002) accreditation recommendations the college should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; I.B.3; II.A.2.e., II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.b.2.b)

Standard I: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

- What are the college's stated goals and how often are they revised?
- How does the college make decisions to improve institutional effectiveness?
- How does the college use ongoing planning? How long has it been using ongoing planning?
- Describe the current planning process and how it is used to evaluate programs, improve planning and reevaluation.
- What is the relationship between planning and resource allocation? How is planning integrated?
- To what extent are institutional data available and used for planning?
- Is data analyzed and interpreted for easy understanding by the college community?

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

- By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs?
- Which of these (or other) categories of courses and programs does the institution offer?
- By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality?
- What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?
- Is the quality of all instructional courses and programs offered in the name of the institution ensured? Does the institution use evaluation of courses and programs effectively for improvement?

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

- How does the college evaluate the effectiveness of its courses and programs?
- Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?
- What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the role of the program in the overall college curriculum?
- How is the relevancy of a program determined? Have student learning outcomes for the program been identified? How well are student achieving these outcomes?

- How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

- To what extent does the institution understand and embrace the notion of ongoing planning?
- Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning?
- To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?

Standard III: Resources

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

- Against what criteria and by what processes does the institution evaluate the safety of its facilities?
- Upon what data has the institution determined the sufficiency of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college employ to evaluate how effectively facilities meet the needs of programs and services?
- How well does the institution meet its facilities needs? Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient?
- How does the college use the results of facilities evaluations to improve them? Does the college employ similar processes to assure the safety and sufficiency of its equipment?
- How does the institution support the equipment needs of the distance delivery modes it offers? Are institutional needs for equipment met?

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

- How does the institution consider the needs of programs and services when planning its buildings?
- What processes ensure that program and service needs determine equipment replacement and maintenance?
- How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?
- How effectively does the institution use its physical resources?

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

- By what process does the institution assess the use of its facilities? How often does the evaluation occur?
- How does the college use the results of the evaluation to improve facilities or equipment?

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

- What process does the institution follow to make capital plans? How are long-range capital projects linked to institutional planning?
- What elements comprise the definition of “total cost of ownership” the institution uses when making decisions about facilities and equipment?
- How do planning processes ensure that capital projects support college goals? How effectively is long-range capital planning helping the college to achieve improvement goals?

Recommendation 3. The college should revise its curriculum review processes and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review (the determination that program curriculum needs revision, addition or deletion to remain current) will be part of the actual program review process. (II.A.2; II.A.2.a; II.A.2.b; II.2.A.2.c; II.2.A.2.d; II.A.2.e)

Standards

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

- By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs?
- Which of these (or other) categories of courses and programs does the institution offer?
- By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality?
- What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?
- Is the quality of all instructional courses and programs offered in the name of the institution ensured? Does the institution use evaluation of courses and programs effectively for improvement?

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

- What established policies and institutional processes guide the development and evaluation of courses and programs? What is the role of faculty?
- Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcomes?
- Are student learning outcomes established for each course and program? How is this “fit” evaluated?
- What processes exist to approve and administer courses and programs? Are the processes effective?
- How are courses and programs evaluated? How often? What are the results of the evaluations?
- What improvements to courses and programs have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs?

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

- How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?
- How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?
- Do students have a clear path to achieving the student learning outcomes required of a course, program degree, certificate? How well does the institution achieve and evaluate the effectiveness of learning at each level?

c. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

- How does the institution demonstrate the quality of its instruction? What evidence exists all programs are characterized by the variables cited in this standard?
- What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?
- What criteria does the college use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?

- What role do faculty play in these decisions? How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

- How does the college evaluate the effectiveness of its courses and programs?
- Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?
- What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the role of the program in the overall college curriculum?
- How is the relevancy of a program determined? Have student learning outcomes for the program been identified? How well are student achieving these outcomes?
- How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

Francisco's questions regarding the recommendation

1. What is the curriculum cycle?
2. What are we doing to revise the curriculum cycle?
3. What is the college standard for course review?
4. How does the college ensure the currency of the curriculum?
5. How does the college use the program review process to identify which courses to update and revise, inactivate, or develop new courses?
6. Describe the section of program review that requires the originator to identify courses needing review or changes.

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting November 24, 2008

1. College Council Goals 2008-2009

- a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. Assigned to Pete & Francisco.
- b. College Council members will report to and from their constituent groups. This will be done quarterly.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
- d. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
- e. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
- h. Academic integrity as a team. Pete will determine how this can be measured.
- i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

Agenda for the December 1, 2008 Meeting:

1. Minutes of November 24, 2008
2. Team Reports
3. Policies

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting December 1, 2008

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Jo Ann Higdon, Jeanie Nishime, Pete Marcoux, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. Leo Middleton- ECC will be participating in the California Community College Registry Job Fair on January 24th as a recruiter and exhibitor. We have 27 open positions. The Compton Center will be bringing mostly part-time and adjunct positions. Preventing Sexual Harassment trainings have been scheduled for December 12, 2008, from 9:00-11:00 a.m., and December 16, 2009, from 2:00-4:00 p.m.
2. Pete Marcoux- Tomorrow is the last Senate meeting of the semester. The agenda includes second readings for BP & AP 4300 Field Trips and Minimum Qualifications. The Senate voted to do away with the VP Legislative Action Position – this will still need to be ratified by faculty at-large. Dave Vakil is in charge of this.
3. Sean Donnell- The ECCFT is going to try and get one more issue of *Proof* out before the end of the semester. Planning for key vacancies will start in the spring. Sean is going on sabbatical next fall. He has also expressed interest in staying president in order to have continuous membership on College Council. They are still working on changes to the Constitution and By-Laws.
4. Gary Robertson- Other than a few stolen cars it has been quiet. There were three broken trashcans over the weekend.
5. Jeanie Nishime – The CalWorks adopt a kid wish list went out. Irene Graff put out the first enrollment report for spring. The first week of registration looks promising. Jeanie distributed a form that she would like us to use to track changes to policies and procedures. Vice Presidents and Ann Garten will discuss this form.
6. JoAnn Higdon – Administrative area is busy doing year-end closings and working with auditors. Goal is to have audits in on time. Would like to have both ECC and Compton audits on January board agenda. We have met with the surety company on the Learning Resource Center (LRC) at Compton - and have filed suit against them. The goal is to have the LRC ready by the beginning of the fall term.
7. Francisco Arce – The spring flex will focus on Student Learning Outcomes (SLO's). This time the goal is to be more specific about getting faculty to work on assessment plans. Deans will have to take more of a role in assisting faculty. Program review is another challenge for us.
8. Barbara Perez – Human Resources is working on implementing the on-line employment application. The managers will review on Thursday. We are hoping to do a test with the Web Developer position this month. This would allow us to look at the systems at the college. If that goes well we will be ready in January.
9. Luukia Smith – The changes to language in the Constitution were passed. Next week we will start to look for people to fill the 5 vice president slots. There is a holiday dinner and dance next Saturday.
10. Thomas Fallo – The special session did not produce a budget. The Governor is supposed to call another special session. There is a serious concern for cash flow in March. Our budget is going through the Planning & Budgeting Committee (PBC) for review. Hopefully we will take something to the Board at the December 15th Board meeting. There is a special board

meeting tomorrow. There will be an opportunity for the public to speak before the Board goes into closed session. The Accrediting Commission meets January 7-9th. Francisco and Arvid are producing a paper for the Commission which outlines some of our concerns. We are concerned about program reviews and the fact that we are being held to different standards than we were previously. Another concern is SLO's we are hoping that we would not be sanctioned if we fix by a certain time.

11. Policies/Procedures - Policy 5030 – Fees - was distributed for review by constituent groups. Policy and Procedure 3050 – Institutional Code of Ethics were distributed. It was noted that the term “due process” at the bottom of the Administrative Procedure comprises the concept of just cause.

Agenda for the December 8, 2008 Meeting:

1. Minutes of December 1, 2008
2. Policies and Procedures – VP Update

College Council Goals 2008-2009

- a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. Assigned to Pete & Francisco.
- b. College Council members will report to and from their constituent groups. This will be done quarterly.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
- d. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
- e. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
- h. Academic integrity as a team. Pete will determine how this can be measured.
- i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting December 15, 2008

Present: Francisco Arce, Sean Donnell, Momi Elliot, Thomas Fallo, Jo Ann Higdon, Ann Garten, Pete Marcoux, Leo Middleton, Chad Miller, Barbara Perez, Susan Pickens, and Arvid Spor.

1. Board Agenda

- a. Administrative Services page 54 – purchase orders for “Meeting of the Minds.” Rocky will find out what “Meeting of the Minds” is and also why the names are repeated twice.
 - b. Administrative Services page 48, item D – Budget Reductions. This is the exact recommendation made to Planning and Budgeting Committee, which they endorsed.
 - c. Measure E page 57, item B – Contract Amendment – LPA, Inc. – Math/Business/Allied Health. This amendment is for the addition of the forth floor.
 - d. Measure E page 58, item C – Revised Change Order – Bomel Industries – Lot H Parking Structure and Athletics Facilities. JoAnn was able to reduce the cost of the intersection by \$300,000.
 - e. Human Resources page 62, item 2 – Amend Employment Agreement – Assistant/Vice President’s Agreement to increase automobile allowance. It was noted that the last increase was in 1999 when the IRS mileage rate increased. Since that time the mileage rate has doubled. Employees get this automatically and Vice Presidents do not.
 - f. Human Resources page 76, item C – Stipends for Compton Educational Center. There were stipends for Classified in 2006. These stipends are for people who are working over 40 hours per week in their job. Classified employees are currently getting overtime or are working within their 40 hours.
 - g. Superintendent/President page 88 – Board of Trustee Goals for 2008-2009. The Board has the right to change any of these goals. Anyone can give input on them. Another goal will state that the Board will review BP 2715 Code of Ethics/Standards of Practice and include a clearly defined statement of consequences for Board member violations.
2. College Council will meet on the following dates:
 Tuesday, January 20, 2009 (Board meeting)
 Monday, February 9, 2009
 Tuesday, February 17, 2009 (Board meeting)

Agenda for the January 20, 2009 Meeting:

1. Minutes of December 15, 2008
2. Board Agenda
3. Policies and Procedures – VP Update

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting December 8, 2008

Present: Francisco Arce, Salvatore Digaetano, Sean Donnell, Thomas Fallo, Jo Ann Higdon, Ann Garten, Jeanie Nishime, Pete Marcoux, Leo Middleton, Chad Miller, Barbara Perez, Susan Pickens, Luukia Smith, and Arvid Spor.

1. The Vice Presidents' Budget Reductions list was approved by PBC and will go to the Board.
2. AP & BP 4300 – Field Trips and Excursions were distributed and have gone through the Senate, but not through ASO. Some changes to the procedure are noted in red. When approved, field trips and excursions will not have to be Board approved. One change to the policy will be made: in the second paragraph, first sentence will now read “The Superintendent/President may delegate the authority to the Vice Presidents.” It is hoped that these will go to the Board in January. Jeanie said that field trips and excursions are approved on a case by case basis. President Fallo will be informed when trips involve going out of state.
3. JoAnn reported that a listing of chapter 6 policies has been completed and will be brought to College Council. Drafts for her area should be completed by February. JoAnn believes that about 95% of Compton's policies and procedures could mirror ours.
4. Jeanie has revised the policy and procedure tracking form. It will be reviewed by the Vice Presidents. Francisco noted that we need a web based database for tracking our policies and procedures.
5. The Academic Senate is proposing an “academic integrity” policy that will cover all employees. It will be assigned a new number.
6. Ann and Barbara are working on the consequences for Board violations of the Code of Ethics policy. This policy should be ready by March. Harold Tyler will have to revise the Code of Ethics policy once that portion is taken out.
7. College Council will meet on the following dates:

Monday, December 15, 2008

Tuesday, January 20, 2009 (Board meeting)

Monday, February 9, 2009

Tuesday, February 17, 2009 (Board meeting)

Agenda for the December 15, 2008 Meeting:

1. Minutes of December 8, 2008
2. Board Agenda
3. Policies and Procedures – VP Update

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting February 17, 2009

Present: Francisco Arce, Thomas Fallo, Ann Garten, Jo Ann Higdon, Megan McLean, Barbara Perez, Susan Pickens, Gary Robertson, David Vakil, and Nina Velasquez.

1. Board Agenda

- a. Francisco will give a presentation on the Accreditation Report. College Council members were sent the links to the Accreditation Report and the Accreditation letter.
 - b. There will be a Committee of the Whole to talk about CEO Succession – this item was requested by Board members.
 - c. Student & Community Advancement- Board Policy and Administrative Procedure 4300 - Page 17. There is a correction on the board agenda – letters “a” through “c” should not be stricken out or italicized. This section is not to be deleted. Council Comments: On page 12 of the Procedure item 12 should not be deleted. It was noted that a disabilities statement is missing. It was also noted that on page 18 item III number 2 – “certificated” employee should be replaced with “academic” employee.
 - d. Administrative Services – page 25. Tax and Revenue Anticipation Notes (TRANS) is a way we can borrow money for cash flow purposes. It is a short term note to cover our payroll.
2. Accreditation – We are on warning – El Camino College has never been on warning before. The letter from the Accrediting Commission is unclear. We are on the first step of sanction – warning. The second step is sanction, and the third step is show cause. If there are recommendations that reappear – you are in trouble. We did not link program review very well to the program cycle. We also did not do well in the part of program review that is curriculum based. Compton needs to be included in these processes. President Fallo is not going to recommend that we remove from Compton. President Fallo will be meeting with Barbara Beno next Tuesday and hopes to get more clarity from her. If the Accrediting Commission says we have two years to solve the Compton issue – we can’t do that.
3. The Board Policy on Institutional Ethics went out and all responses are to go to Barbara Perez. We need this for Accreditation.
4. College Council meetings – we are resuming weekly meetings on Mondays at 1:30 p.m.

Agenda for the February 23, 2009 Meeting:

1. Minutes of February 17, 2009
2. Team Reports
3. Policies and Procedures – VP Update

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting February 23, 2009

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Ann Garten, Pete Marcoux, Billie Moore, Barbara Perez, Susan Pickens, Ivana Poste, Gary Robertson, Luukia Smith, Arvid Spor, and David Vakil.

1. Accreditation – Six colleges in our area have been placed on warning. We should be off warning by their next visit in October.
2. Budget – The Governor signed the budget last Friday – and we don't know all of what is in it. There is word that there is a huge amount in K-14 education cuts. Some are accounting issues and not dollars coming out. Erik Skinner, Vice Chancellor for Fiscal Policy sent a message that our first principal apportionment will not be on schedule. Another big issue is the cash flow at State level. In June they did not pay \$200 million until July. Now that number has gone up to \$340 million normally sent in February, March and April moving to July also.
3. Jeanie Nishime – Enrollment numbers are very strong. We will only be getting reports once a week. ECC is up 6.8% and Compton is up 31.7% FTES. Compton FTES is 1418 for spring and our goal is 1702. Compton FTES projection for the year is 4500. We applied for a grant for Compton but did not qualify because it is a center not a campus. Jeanie will be bringing back BP 5030 – Fees and BP 4300 – Field Trip and Excursions.
4. Gary Robertson – Campus police is very busy the first of the semester – so be patient with non-urgent calls. Parking has been manageable. We were able to use the north soccer field today which filled up completely.
5. Pete Marcoux – At the Academic senate meeting Francisco will present the Program Review model and Compton will be presenting a syllabi template.
6. Luukia Smith – The Munch and Mingle is Tuesday February 24th at 10:30 a.m. There was a long line outside the financial aid window. President Fallo reported that there has been some discussion about that – and also about using debit cards.
7. Francisco Arce – Francisco is working on the Accreditation report due April 1st. Working on Recommendations I and III to show we are beyond planning stages. Our goal is to get as much documentation done as soon as possible. President Fallo would like the report to go to the Board and may put the draft on the agenda. Accreditation has to become part of our planning process.
8. Ivana Poste – Students are focusing on recruitment for student government. The first Student Senate meeting is March 5th. They meet on the first and third Thursdays.
9. Ann Garten – Ann met with Jane Harmon's staff to see which stimulus dollars can come straight to us rather than through the state. There have been a few complaints from neighbors about student parking. One was regarding Alondra Park and the other was from the El Camino Village. Ann referred them to Chief Trevis. El Camino College was on KTLA Channel 5 about our enrollment increase. Compton Center was on Univision for assisting people with completing their taxes.

Agenda for the March 2, 2009 Meeting:

1. Minutes of February 23, 2009
2. College Council Goals - Update
3. Policies and Procedures – VP Update

College Council Goals 2008-2009

- a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. Assigned to Pete & Francisco.
- b. College Council members will report to and from their constituent groups. This will be done quarterly.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
- d. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
- e. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
- h. Academic integrity as a team. Pete will determine how this can be measured.
- i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

AGENDA
Facilities Steering Committee
December 8, 2008

ITEM	PRESENTER
I. Review Prior Meeting Minutes	Dr. Fallo
II. Math Business & Allied Health Building Design	Steve Flanagan/LPA
III. Facilities Master Plan Report – November 2008	Bob Gann
IV. Facilities Master Plan Funding	JoAnn Higdon
V. Future Agenda	All

El Camino College – Office of the President
Facilities Steering Committee
June 3, 2008

Present: Rocky Bonura, Tom Brown, Thomas Fallo, Ann Garten, Bruce Hoerning, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Angela Simon, Luukia Smith, and Virginia Rapp.

- I. Minutes of November 26, 2007 were approved.
- II. Steve Flanagan/LPA gave a presentation of the Math & Business Building Design.

This project is planned to have a May 2009 start with a move in date of January 2011. The total project cost is \$45,480,000 as presented in the April 2008 Facilities Master Plan Report. The existing Business Building footprint is 30,000 square feet. The new Math & Business Building will be 158,000 square feet including walkways.

President Fallo asked how much it would cost to add one more floor. The floor could be used for general use classrooms. Also need to determine what other areas we could put there to trade older building space. We may need to give up something on campus to add a floor. Bob Gann will investigate this.

- III. Bob Gann presented the June 2008 Facilities Master Plan Report and supporting documents which are attached.

It was noted that the infrastructure phase three design will be completed in October 2008 – rather than June 2008 as reported earlier. This is a 9-10 month project. The Women's Shower and Locker Room – will be renamed immediately so it will be more generic and will not give an indication as to what is in the building. The road closure in connection with the Lot H parking structure has been delayed for a week or more. It is hoped that the parking structure will be ready for use by the start of spring 2009 semester.

There was a request for the Facilities Steering Committee to have a meeting in the Central Plant. Bob Gann said that could be arranged.

- IV. Future meeting: The next Facilities Steering Committee will be Tuesday, August 19th at 2:00 p.m. The location will be determined at a later date, and an e-mail will be sent out notifying committee members.

EL CAMINO COLLEGE

Facilities Master Plan Report November 2008

PROJECTS IN DESIGN

I. Math, Business & Allied Health Building (MBA) – The scope of this building is the construction of a new building at the site of the existing Business Building. Originally planned to be a three-story building about 80,000 square feet in size, it has been decided to increase the number of stories to four and the total square footage to approximately 100,000 square feet. The Math and Business Divisions will occupy the new building along with Allied Health programs.

A. Design – The project’s architectural firm, LPA and representatives of the District agreed to the schematic design of the building exterior and floors one through three on July 29, 2008. Design of the fourth floor and the building interiors is in process.

1. Added Service Request – The decision to increase the size of the building entitles LPA to request an increase in their fee for design. LPA has requested an increase of \$725,000 be added to the base contract of \$2,750,000 for a new total of \$3,475,000. The validity of the requested amount is under review.
2. Revised Budget – The appropriate timing of when to present the project’s revised budget to the Board of Trustees has previously been discussed and linked to the recommendation for the architect’s fee increase. This recommendation will be ready for the December Board of Trustees meeting.

B. Budget – The current budget of \$63,456,000 is unchanged.

C. Schedule – The schedule is changed to the following to incorporate the added design time for the fourth floor addition.

1. Design – ~~02/01/08 - 01/07/09~~ 03/24/09
2. Division of the State Architect review – ~~01-08-09—07/22/09~~ 03/25/09 to 10/06/09
3. Bidding – ~~07/23/09—09/16/09~~ 10/07/09 to 01/18/10
4. Construction – ~~09-17-09—03/02/11~~ 01/19/10 to 09/19/11

D. Relocation – Planning is underway to relocate the affected Business Division programs to the Communications Building for the Fall 2009 semester.

Facilities Master Plan Report – November 2008

- II. Social Sciences Building – The scope of this project is the renovation and modernization of the existing Social Sciences Building. Additional classroom space will be obtained by increasing the building's efficiency ratio of assignable square feet to gross square feet.
- A. Design – Preliminary plans were approved by the State Public Works Board on June 13, 2008 and funding in the amount of \$240,000 has been released for the working drawings phase. Discussions are ongoing with the System Office regarding possible limited plan modifications with the goal of increasing program effectiveness. Depending upon the results of these discussions both the following budget and schedule may be impacted.
- B. Budget – The project's current budget is \$11,345,000. Fifty percent of the funding will be provided by the State.
- C. Schedule – The current schedule is unchanged from its last update in September 2008.
1. Design – 09/01/07 to 01/30/09
 2. Review by the Division of the State Architect - 02/02/09 to 10/01/09
 3. Bidding – 10/15/09 to 12/18/09
 4. Construction – 01/12/10 to 01/12/11

PROJECTS IN THE ACQUISITION PHASE

- III. Restroom Accessibility Renovations – This project will improve the accessibility, functionality and appearance of 40 restrooms in 16 buildings on campus.
- A. DSA Review – This project's plans were approved by DSA on 11/06/08.
- B. Budget – The budget for this project is \$2,360,000. The funding is from Measure E and is contained within the budgets of the individual buildings.
- C. Schedule –
1. Bidding – 01/15/09 to 03/15/09
 2. Construction – 04/15/09 to 12/31/09
- IV. Humanities Mall Landscaping and Food Service Venue – The scope of this project is to provide hardscape, landscaping and a food service venue in the area bounded by the MCS Building on the north, the Library Building on the south, the Humanities Building on the east and the main north/south walkway on the west.

Facilities Master Plan Report – November 2008

- A. DSA Review – This projects plan was approved in October 2008.
 - B. Budget - The total cost of the project is estimated to be \$3,350,000 of which \$2,700,000 is for construction.
 - C. Schedule –
 - 1. Bidding – Bids will be opened November 26, 2008.
 - 2. Construction – 01/01/09 – 09/30/09
- V. Bookstore Renovation – The scope of this project is to upgrade the building infrastructure, improve accessibility and convert a portion of the Cafeteria to house Fiscal Services, Business Services, the Print and Copy Centers and other components of the Public Information Office. Also included is the renovation of the Bookstore office area.
- A. Budget – The total project cost is estimated to be \$14,048,000
 - B. Schedule –
 - 1. Bidding – 01/05/09 – 04/15/09
 - 2. Construction – 05/01/09 – 01/31/10
- VI. Infrastructure Phase 3 – The third infrastructure phase project has been bid and four bids received. The process of evaluating the bids and bidders is ongoing. The low bidder has requested to withdraw its bid based upon a math error. It is anticipated a construction contract will be presented for approval at the December 2008 Board of Trustees meeting.
- A. Budget – The project budget is \$17,400,000.
 - B. Schedule – The contract construction period is 365 days.
 - C. Construction Administration – Due to dissatisfaction with the services of the design engineering firm, it is being recommended another engineering firm perform the construction administration. Landscape design is also included in the proposal. The recommendation is included in the Measure E section of the November 2008 Board of Trustees meeting agenda.

PROJECTS IN CONSTRUCTION

Facilities Master Plan Report – November 2008

VII. MCS Computer Room Cooling Upgrade – The scope of this project is to provide increased cooling capacity to the portion of the computer room containing the network switching equipment and computer drives. Also included are measures to provide redundant cooling capacity and electrical supply for the same area.

A. Budget – The cost of construction is \$675,000 and equipment costs of \$420,600.

B. Schedule -

1. Design – 01/01/08 to 06/13/08
2. Bidding - 07/13/08 to 09/01/08
3. Bid Award - 10/20/08
4. Construction – 11/01/08 to 01/31/09

VIII. Learning Resources Center – The scope of this project is to construct a 20,117 square foot addition on the north side of the Library. Construction is complete and the building is occupied.

A. Budget – The total project budget is \$13,703,000. Funding for the project consists of State funding of \$8,615,000 and \$5,088,000 from Measure E.

B. Furniture and Equipment – The majority of furniture and equipment has been installed. Outstanding is the equipment for the multimedia conference room. This equipment is being acquired by bidding. A bid award recommendation is in the Measure E section of the November 17, 2008 Board of Trustees meeting agenda.

IX. Infrastructure Phase 1 – The installation of piping and conduit is complete and the correction of punch list items is nearly complete. A notice of completion is included in the November 2008 Board of Trustees meeting agenda.

X. Lot H Parking Structure and Athletic Facilities – The scope of this project is to construct a five-level parking structure, ten tennis courts, and a softball field.

A. Budget – The budget of \$25,175,480 is unchanged from the last update detailed in the April 2008 FMP Report.

B. Schedule – The contract period is 14 months, which would provide for a May 2009 completion date. The contractor's working schedule projects a shorter construction schedule. It is planned to have the intersection and spaces for 300 vehicles completed by the start of the Spring 2009 semester. In addition, it is planned to rent 100 spaces at an off-site location and provide shuttle service

Facilities Master Plan Report – November 2008

from that location. If rainy weather is not encountered, the North Field will also be available for parking.

- XI. Projects Awaiting DSA Certification – The construction on the following projects is complete. The status of DSA closeout documentation is listed below.
 - A. Humanities Building – LPA, the project’s architectural firm, is compiling the closeout documentation and will be submitting it to DSA this month.
 - B. Science Complex – All closeout documentation has been submitted.
 - C. Modular Buildings – All closeout documentation has been submitted.
 - D. Central Plant – The project’s design firm is preparing the closeout documentation with an anticipated submission date in December 2008.

OTHER ISSUES

- XII. Track Modernization & Fieldhouse Replacement – A user group panel has been formed to participate in the selection of the project design architect and in the design of this project. The user group is identified below.

Irv Drew, Dean
Gene Engle, Assistant Football Coach
Dean Lofgren, Track Coach
Michael Fenison, Athletic Director
LeValley Pattison, Faculty
Pete Wright, Equipment Attendant

- A. Scope - A long period of time has passed and the Division’s management staff has changed since the scope of this project was determined. It is desirable to confirm the scope with the Division before proceeding. It is anticipated to confirm the project’s scope in December.
- XIII. Maas Companies – The program manager was terminated for internal company reasons on August 28, 2008. A replacement has not been identified. This position is critical to the District’s Facilities Master Plan implementation. The urgency of filling this position with a person acceptable to the District has been communicated to the Maas Companies senior management.

El Camino College – Office of the President
Facilities Steering Committee
December 8, 2008

Present: Francisco Arce, Tom Brown, Thomas Fallo, Bob Gann, Ann Garten, Bruce Hoerning, Pete Marcoux, Megan McLean, Leo Middleton, Chad Miller, Jeanie Nishime, Barbara Perez, Susan Pickens, Angela Simon, and Luukia Smith.

- I. Minutes of June 3, 2008 were approved.
- II. LPA gave a presentation of the Math & Business Building Design which has been redesigned with the addition of a fourth floor. The original budget for the project was \$45,480,000. With the increased cost for the added floor, the budget would increase to \$63,455,800. Construction is scheduled to start December 2009. They will start moving faculty only in June. This is being coordinated with ITS and Dr. Rapp.
- III. Bob Gann presented the November 2008 Facilities Master Plan Report.
 - A. Math, Business & Allied Health Building – Added service request fee has been reduced from \$725,000 to \$599,000. The revised budget will go to the Board.
 - B. Social Sciences Building – It was stated that some of the people feel the architects did not consider the education specialists comments. It was noted that the category in which this building is competing in is very restrictive and that may have limited the architects' flexibility.
 - C. Bookstore Renovation – The Bookstore will be moved to the basement of the Communications Building. The move will not occur until the latter part of September, 2009. The Bookstore will be moved back January, 2010.
 - D. MCS Computer Room Cooling Upgrade – This is underway.
 - E. Lot H Parking Structure and Athletic Facilities – They are currently working on the intersection. The project will be complete in May, 2009.
- IV. Facilities Master Plan Funding – Series A and B bonds have been issued and \$180 million has not sold yet. We will need cash flow in fall of 2009. December, 2009 construction will start for the Math/Business/Allied Health Building. Series C will go out in fall of 2009. We are looking at the option of going forward with the whole bond amount at once (\$180 million).

El Camino College Compton Center Academic Affairs

Syllabus Outline Checklist

Instructor's Name	Semester & Year
Course Name & #	Course Section

HEADING: EL CAMINO COLLEGE COMPTON CENTER

SEMESTER, YEAR

El Camino Mission Statement

Course Name, **Course #,** **Title**

Instructor:

Section Number:

Lecture Meeting Days: .

Lectures Times:

Meeting Room:

Instructor Information: (310) 900-1600, Ext.

Instructor's Office Location:

Office Hours:

E-Mail:

I. REQUIRED TEXT:

Title of Text

Author's Name

Edition

Optional Text Requirement:

Supplemental Materials:

II. Course Description: (Found in the catalog)

III. Course Prerequisites: (Found in the catalog)

- IV. Course Objectives:** (These are the skills instructors will teach in the course; what will the students learn in the course? Found in the course outlines.)
Students will learn the following:
A.
B.
C.
D.
E.
F.
- V. Student Learning Outcomes:** Upon completion of the course, students should demonstrate the following skills:
(Students must exit the course with these abilities and these abilities must be measurable. Must use measurable words; examples provided below)
A.
B.
C.
D.
- VI. Assessment Activities:** The following activities will be used to assess mastery of student learning outcomes:
A.
B.
C.
D.
- VII. Evaluation Criteria:**
A.
B.
C.
D.
E.
- VII. Grading Scale:**
- VIII. Attendance Requirements:** (Include College Policy)
 - A. Tardy Policy
 - B. Absence Policy
 - C. Excused or unexcused absences
- IX. Statement of Student Conduct:** (Include College Policy)
 - A. Instructor expectation of student conduct:
 - B. Late/Missed assignment policy:
 - C. Academic conduct, cheating, plagiarism: (Include College Policy)
 - D. Policy regarding audio taping of lectures:
 - E. If applicable, include policy regarding use of machinery or tools with safety regulations:
- X. Special Accommodations:** (Include the American Disability Act Statement)
- XI. Disclaimer Statement:**
Students will be notified ahead of time when and if any changes are made to course requirements or policies
- XII. Semester schedule of topics and assignments**

Content below is minimum required. Formatting is optional.
EL CAMINO COLLEGE COMPTON CENTER
SEMESTER, YEAR
Course # (Section Number:) + Title:
Instructor:

El Camino College Mission statement: (Found in college catalog)

Lecture/Lab Meeting Days:
Lecture/Lab Times:
Lecture/Lab Meeting Rooms:

Instructor Contact Information

Phone: (310) 900-1600, Ext.
Instructor's Office Location:
Office Hours:
E-Mail:

I. REQUIRED TEXT:

Title of Text
Author's Name
Edition
Optional Text Requirement:
Supplemental Materials:

II. Course Description: (Found in course outline)

III. Course Prerequisites: (Found in course outline)

IV. Course Objectives: (These are skills to be taught by instructors. These are found in the course outline.)

Students will learn the following:

- A.
- B.
- C.
- D.
- E.
- F.

V. Student Learning Outcomes: Upon completion of the course, students should demonstrate the following skills:

(Students must exit the course with these abilities and these abilities must be measurable. Use measurable terms. All El Camino College SLOs and related Assessment Activities can be found on MyECC.)

- A.
- B.
- C.
- D.

VI. Assessment Activities: The following activities will be used to assess mastery of student learning outcomes:

- A.
- B.
- C.
- D.

VII. Evaluation Criteria:

- A.
- B.
- C.
- D.

TEMPLATE

Content below is minimum required. Formatting is optional.

VII. Grading Scale:

VIII. Attendance Requirements: (Include College Policy; attachment provided)

- A. Tardy Policy
- B. Absence Policy
- C. Excused or unexcused absences

IX. Statement of Student Conduct: (Attachment provided: Board Policy 5138 – Standard of Conduct)

- A. Instructor expectation of student conduct:
- B. Late/Missed assignment policy:
- C. Academic conduct, cheating, plagiarism: Attachment provided: Board Policy 5138 – Section I.B.1
- D. Policy regarding audio taping of lectures:
- E. If applicable, include policy regarding use of machinery or tools with safety regulations:

X. Special Accommodations: Any student who has a disability and has special needs is to alert me of this by the second week of the semester so that special accommodations can be made. (College statement can be found in College Catalog.)

XI. Disclaimer Statement:

Students will be notified ahead of time when and if any changes are made to course requirements or policies

XII. Semester schedule of topics and assignments: (*Italicized text below is for example only.*)

WEEK 1	<p><i>PRE ASSESSMENT TESTING</i> <i>DISTRIBUTION OF SYLLABUS</i> <i>HOMEWORK: READ CHAPTER 2 – Learning Style and Learning Strategies</i> <i>HOMEWORK: Vocabulary Entry</i></p>
WEEK 2	<p><i>PRE ASSESSMENT TESTING</i> <i>DISTRIBUTION OF SYLLABUS</i> <i>HOMEWORK: READ CHAPTER 2 – Learning Style and Learning Strategies</i> <i>HOMEWORK: Vocabulary Entry</i></p> <p style="text-align: center;"><i>PURCHASE YOUR NOVEL AND BEGIN READING</i></p>
WEEK 3	<p><i>QUIZ 1 on Chapter 4</i> <i>Chapter 5 – Active Reading Strategies</i> <i>Chapter 6 – Understanding Paragraphs</i> <i>CLASS ACTIVITY: Reading Journal Entry: Communication Between Women ...</i> <i>LAB ACTIVITY</i> <i>HOMEWORK: Vocabulary Entry</i></p>
WEEK 4	<p><i>QUIZ 2 on Chapter 5 and 6</i> <i>Chapter 10 – Critical Reading and Thinking</i> <i>CLASS ACTIVITY: Reading Journal Entry: The Talk of the Sandbox:</i> <i>LAB ACTIVITY</i> <i>HOMEWORK: Vocabulary Entry</i></p>
WEEK 5	<p><i>QUIZ 3 on Chapter 10</i> <i>Chapter 11: Evaluating The Author's Technique</i> <i>CLASS ACTIVITY: Reading Journal Entry: Communication Between Sexes ...</i> <i>LAB ACTIVITY</i> <i>HOMEWORK: Vocabulary Entry</i></p>
...	
Week 16	<p><i>FINAL ASSESSMENT</i> <i>NOVEL SUMMARY SUBMISSION</i></p>

CLASSROOM POLICIES

ATTENDANCE POLICY

1. Attendance at first class

Students who enroll in class but do not attend the first scheduled class meeting may be dropped from the roster. A student who registers for a class and never attends is still responsible for dropping the class.

2. Attendance without official enrollment

Students will not be permitted to attend classes in which they are not enrolled.

3. Attendance during semester

A student may be dropped from class when the number of hours absent exceeds the number of units assigned to the course. If your absences and tardiness exceed the unit value of the course, you can be dropped.

This rule also applies to excessive absences due to illness or medical treatment.

CHILDREN IN CLASSROOMS

Children are not permitted in classrooms while class is in session. Attendance in class is limited to officially enrolled students and authorized visitors or guests. In addition, students must not allow children to be left unsupervised or unattended anywhere on campus.

CLASSROOM MISCONDUCT

1. Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to the College.
2. Forgery, alteration, or misuse of college documents, records, or identification.
3. Violation of college policies or off-campus regulations, including but not limited to campus regulations concerning student organizations, the use of college facilities, or time, place, and manner of public expression.
4. Continued disruptive behavior, continued willful disobedience, profanity or vulgarity, or continued defiance of the authority of, or abuse of, college personnel or to anyone on campus.
5. Willful misconduct which results in injury or death to a student or college personnel.
6. Assault, battery, sex crimes including sexual assault or rape, or any threat of force or violence upon a student or college personnel.
7. Sexual harassment which includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
8. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including but not limited to its

9. community service functions or to authorized activities held off campus. Obstruction or disruption includes but is not limited to the use of skateboards, bicycles, radios, and roller skates.
10. Unauthorized entry to or use of college facilities, equipment or supplies.
11. Theft or deliberate damage to property of a college staff member, a student, or a visitor to the college including but not limited to the Library, Bookstore, and Food Service areas.
12. Defacing or damaging any college real or personal property.
13. Failure to comply with the directions of a member of the college certificated personnel, college management or supervisor personnel, or campus police acting within the scope of his or her duties.

DISCIPLINARY ACTION

Disciplinary action appropriate to the misconduct as defined above may be taken by an instructor the Dean of Student Services or his or her designee and the Board of Trustees. Misconduct should be brought to the immediate attention of the Campus Police, or local police department/security force for courses taught off campus.

Removal by Instructor — In addition to an instructor's right to drop a student permanently from a class when the student is no longer participating i.e. lack of attendance in the course, an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, a conference should be held with the instructor and the student to attempt to resolve the situation that led to the student's removal and the student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class.

1. If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary.
2. If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Dean of Student Services, the Provost. If the student removed by an instructor is a minor, the President's designee (Dean of Student Services) shall ask a parent or guardian of the student to attend a parent conference regarding the removal as soon as possible. If the instructor or the parent or guardian so requests, a college administrator shall attend the conference.
3. The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor and student cannot resolve the problem, the suspension will be referred to the President or the President's designee.
4. During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due process and the disciplinary procedures are completed unless the student is further suspended as a result of actions.

CHEATING OR PLAGIARISM POLICY

“Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to the college.”

EXAMPLES OF CHEATING OR PLAGIARISM

1. Representing the words, ideas or work of another as one's own in any academic exercise (plagiarism), including the use of commercial term paper companies;
2. Copying or allowing another student to copy from one's paper or answer sheet during an examination;
3. Allowing another individual to assume one's identity for the purpose of enhancing one's grade in any of the following: testing, field trips or attendance;
4. Falsifying or attempting to falsify attendance records and/or grade rosters;
5. Changing answers on a previously scored test, assignment or experiment with the intent to defraud;
6. Inventing data for the purpose of completing a laboratory experiment or case study analysis with the intent to defraud;
7. Giving and/or taking information during an examination by any means such as sign language, hand signals or secret codes;
8. Obtaining copies of notes, exams or exam questions by any means other than distribution from the instructor. (This includes copying and removing exam questions from the classroom for any purpose.);
9. Using study aids such as calculators, tape recorders or notes that have been specifically prohibited by the instructor.

CONSEQUENCES FOR CHEATING OR PLAGIARISM

Given alleged violation of the Standards of Conduct, any or all of the following actions may be imposed:

1. When there is evidence of cheating or plagiarism in classroom work, students may receive an F for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.
2. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred. This action is based on information that the instructor had.
3. The instructor may dismiss the student from the class or activity for the present and/or following class session(s)
4. The instructor may recommend suspension or expulsion of the student from the college as stipulated in BP5138, Section IIB6 and 8. This recommendation must be in accordance with El Camino College's Due Process and Disciplinary Procedures.
5. Complete the Academic Dishonesty Report Form and submit it to the Academic Affairs Office.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
NOVEMBER 25, 2008**

Present: A. Himsel, L. Kjeseth, M. Lipe, E. Martinez, C. Mosqueda, C. Somin, J. Thompson,
J. Young

Absent: F. Arce, J. Davidson, R. Hughes, V. Lloyd, S. Panski, V. Rapp

Ex-Officio Members Present: Q. Chapman, M. Odanaka, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, D. Charles, M. Hall, J. Harmon, R. Smith,
T. Stewart

Also Present: D. Goldberg, R. Elton-Collett, B. Jaffe, J. Shankweiler, S. Rodriguez,
M. Stalling, D. Valladares

CALL TO ORDER

Chair Young called the College Curriculum Committee (CCC) meeting to order at
2:34 p.m.

APPROVAL OF MINUTES

The minutes from the November 11, 2008 meeting were approved by email.

CHAIR'S REPORT

- Chair Young informed the Committee that we will be implementing a new curriculum process in the spring semester.
- Q. Chapman and Chair Young will be going to the Deans meeting to discuss changes in the process.
- Q Chapman explained that the timeline will be slightly revised to allow the Committee to receive the proposals sooner, which will also allow divisions to prepare errata documents one week before CCC meetings.

CURRICULUM REVIEW

Natural Sciences Proposals

- Interim Dean, J. Shankweiler took the podium to present Anatomy and Physiology 34A, Anatomy and Physiology 34B, Chemistry 7A, Chemistry 7B, Geology 15, and the Environmental Horticulture Certificate of Achievement.
- J. Shankweiler distributed an errata sheet and introduced faculty member, Sara Di Fiori.

- J. Shankweiler began her presentation with Anatomy and Physiology 34A. She fielded a question from the Committee on college-level critical thinking assignment number 2 and accepted the recommendation.
- Anatomy and Physiology 34B, Chemistry 7A, and Chemistry 7B – no questions.
- She continued with a review of Geology 15. There was a recommendation from the Committee to revise the course objectives. The recommendation was accepted.
- Chair Young asked for a motion to approve the Natural Sciences proposals. A. Himsel moved, J. Thompson seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment. L. Kjeseth moved, A. Himsel seconded, and the motion carried.

Industry and Technology Proposals

- Dean S. Rodriguez took the podium to present Administration of Justice 132, Architecture 121abcd, Computer Aided Design/Drafting A.S. Degree, Computer Aided Design/Drafting Certificate of Achievement, Computer Aided Design/Drafting Certificate of Accomplishment, and Computer Aided Design/Drafting 10abcd.
- S. Rodriguez distributed an errata sheet and discussed sections where revisions were made.
- She began with Administration of Justice 132. S. Rodriguez accepted recommendations from the Committee on the catalog description, course objectives, and instructional methodology.
- She proceeded with a review of Architecture 121abcd and introduced faculty member, Mike Stallings. S. Rodriguez fielded a question from the Committee on the catalog description. No changes were made.
- The Committee began a review of Computer Aided Design/Drafting 10abcd. S. Rodriguez introduced faculty member, Dan Valladares. S. Rodriguez then accepted the recommendation from the Committee on the catalog description.
- Her presentation concluded with a review of the Computer Aided Design/Drafting Certificates of Accomplishment and Achievement, and A.S. degree. There were no questions.
- Chair Young asked for a motion to approve the Industry and Technology proposals. M. Lipe moved, J. Thompson seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment. M. Lipe, moved, J. Thompson seconded, and the motion carried.
- Chair Young then called for a motion to approve Administration of Justice 132 as a stand-alone course. M. Lipe moved, A. Himsel seconded, and the motion carried.

Mathematical Sciences Proposals

- Dean D. Goldberg took the podium to present Mathematics 73, 80, 115, 116, and the Mathematics A.S. degree.
- D. Goldberg distributed an errata sheet and began to discuss each course and revisions made.
- He proceeded to discuss the changes to the Mathematics major and the inactivation of the General A.S. degree. He took an opportunity to thank all involved in restructuring the A.S. degree and extended a thank you to counselor, Madeleine Carteron.

- Chair Young asked for a motion to approve the Mathematical Sciences proposals. A. Himsel moved, C. Somin seconded, and the motion carried.
- Chair Young asked for a motion to approve the distance education versions for Mathematics 73 and 80. L. Kjeseth moved, C. Somin seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. L. Kjeseth moved, C. Somin seconded, and the motion carried.

PROPOSALS REVIEWED BY ARCE AND YOUNG

- Chair Young advised the Committee that she and F. Arce had reviewed the recommendation from the System Office regarding our Transfer Studies Certificates of Achievement.
- The System Office advised Chair Young that they are keeping certificate titles throughout the Community College System consistent, and recommend that we remove “Transfer Studies” from our titles.
- If the Committee approves, our transfer studies certificates will be renamed: CSU General Education –Breadth (CSUGE-Breadth) and Intersegmental General Education Transfer Curriculum (IGETC).
- Chair Young then called for a motion to approve the revised titles. C. Mosqueda moved, L. Kjeseth seconded, and the motion carried.

MATHEMATICS COMPETENCY

- Chair Elect, L. Kjeseth directed the Committee’s attention to today’s handout and explained changes that will be made to the 2009-2010 college catalog to address the Mathematics Competency Test, and requirement.
- The competency test will now cover intermediate algebra.
- The Mathematics Competency section under General Education Criteria for Associate in Arts and Associate in Science Degrees has been revised for clarity.
- The next catalog will be up to date with the above mentioned revisions.

GENERAL STUDIES MAJOR

- Included in today’s handouts was a copy of the General Studies degree.
- L. Suekawa noted a correction to a course number, Art 5A.
- A question was brought to the Committee in regard to the amount of art history courses in the Arts and Humanities emphasis.
- L. Suekawa explained that it would benefit students to have more options for completing this degree and the course listing is appropriate.
- There were no further questions.
- Chair Young called for a motion to approve the General Studies degree as presented. C. Somin moved, L. Kjeseth seconded, and the motion carried.

ANNOUNCEMENTS

- The Committee will be reviewing five proposals at the December 2, 2008 meeting.
- There will be two courses from Health Sciences and Athletics, two courses from Humanities, and the Cosmetology certificates will come back for review.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. L. Kjeseth moved, J. Thompson seconded, and the motion carried. The meeting was adjourned at 3:31 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
November 25, 2008**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

CHANGES IN CERTIFICATE OF ACHIEVEMENT TITLE

Current Status/Proposed Change

1. ~~Transfer Studies:~~ CSU General Education-Breadth

Recommendation:

CSU General Education-Breadth

Current Status/Proposed Change

2. ~~Transfer Studies:~~ Intersegmental General Education Transfer Curriculum (IGETC)

Recommendation:

Intersegmental General Education Transfer Curriculum (IGETC)

CHANGE IN CATALOG PROGRAM DESCRIPTION

1. General Studies – Associate of Arts Degree

Current Status/Proposed Change

The Associate Degree in gGeneral sStudies program provides students with the opportunity to explore diverse methods of inquiry ~~through a selection of~~ by selecting courses ~~in from~~ a cross section of disciplines. ~~The degree can be earned in the following options: Arts, Humanities, and Communications, Social and Behavioral Sciences, Mathematics and Science, Business and Computer Technology, and Health and Wellness. The curriculum in an “area of emphasis.”~~ Students ~~will enable students to~~ develop critical thinking skills, ~~and learn to communicate effectively in writing,~~ acquire an understanding of major concepts to solve problems, and employ methods of scientific inquiry to understand the world around them. Completion of the degree requirements will provide students with the skills and resources ~~necessary for making needed to make~~ informed academic and career-related decisions. ~~Competencies will be assessed through examinations, essays, research papers, directed projects and successful completion rates.~~

Recommendation:

The Associate Degree in General Studies provides students with the opportunity to explore diverse methods of inquiry by selecting courses from a cross section of disciplines in an “area of emphasis.” Students will develop critical thinking skills, learn to communicate effectively in writing, acquire an understanding of major concepts to solve problems, and employ methods of scientific inquiry to understand the world around

them. Completion of the degree requirements will provide students with the skills and resources needed to make informed academic and career-related decisions.

CHANGE IN MAJOR

1. General Studies – Associate of Arts Degree

Current Status/Proposed Change

~~Courses used to satisfy general education requirements cannot be used to meet major requirements.~~

~~Arts, Humanities, and Communications Option:~~

~~These courses emphasize the appreciation of art, humanities, and communication through cultural activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation.~~

~~A minimum of one course from at least two different subjects.~~

~~Select 18 units from:~~

~~American Sign Language 15, 16, 17A, 17B~~

~~Architecture 104, 150A, 150B, 199ab; Art 1, 2, 3, 4, 5A, 5B, 6, 7, 9, 10ab, 11abcd, 17ab, 18abcd, 19ab, 22ab, 23abcd, 31abcd, 37ab, 41ab, 61ab, 81ab, 82abcd, 108, 141abcd, 142abcd, 143abcd, 150~~

~~Chinese 1, 2, 24~~

~~Dance 1, 3, 5, 22ab, 23abcd, 32ab, 33ab, 42ab, 43abcd~~

~~English 1B, 1C, 10, 11, 12, 15A, 15B, 18, 20, 21, 22, 23, 24A, 24B, 25A, 26, 27, 28, 29, 30, 31, 32abc, 33, 34, 35, 36, 38, 39, 40A, 40B, 41A, 41B, 42, 43, 44, 46, 47~~

~~Film/Video 1, 3, 20, 21, 22, 52, 53~~

~~French 1, 2, 3, 4, 5, 6, 24, 35~~

~~German 1, 2, 3, 4, 5, 24~~

~~History 1A, 1B, 3, 4, 5A, 5B, 8, 9, 12A, 12B, 14A, 14B, 16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, 32, 37~~

~~History of Science 11~~

~~Humanities 1~~

~~Italian 1, 2, 24~~

~~Japanese 1, 2, 3, 4, 25~~

~~Journalism 1, 12~~

~~Music 1, 2A, 2B, 3A, 3B, 3C, 7, 8A, 8B, 11, 12, 13, 15A, 15B, 18ab, 19abcd, 23abcd, 31A, 31B, 31C, 31D~~

~~Philosophy 2, 3, 5, 7, 8, 10, 11, 23~~

~~Spanish 1, 2, 3, 4, 5, 6, 24, 52A, 52B~~

~~Theatre Arts 1, 4, 8, 14A, 14B, 30, 84, 88, 90, 94~~

~~Speech Communication 1, 3, 4, 5, 8, 9, 12, 14~~

~~Health and Wellness Option:~~

~~These courses emphasize lifelong understanding and development of a student's physiological, and social well-being. Students will develop an awareness of the principles and methods for maintaining good personal health and fitness. Courses~~

~~provide students with basic biological, behavioral, and social science concepts to enhance studies in related disciplines.~~

~~A minimum of one course from at least two different subjects.~~

~~Select 18 units from:~~

~~Anatomy 30, 32; Biology 10, 101, 102; Chemistry 1A, 4, 20, 21A, 21B; Child Development 3; Contemporary Health 1; Human Development 10; First Aid 1; Microbiology 33; Nutrition 11; Physical Education 217, 260, 270, 272, 275, 277, 280, 290; Physiology 31; Psychology 2, 5, 7, 12, 16, 33; Sociology 102~~

~~Biological, Physical or Mathematical Sciences Option:~~

~~These courses emphasize the development of mathematical and quantitative reasoning skills, the physical universe, its life forms, and its natural phenomena. Courses in mathematics and computer science will expand students' mathematical reasoning skills and integrate numeric, symbolic, functional, and spatial concepts. Courses in science will help students develop an understanding of the scientific method and the relationship between science and other human activities.~~

~~A minimum of one course from at least two different subjects.~~

~~Select 18 units from:~~

~~Anatomy 30, 32; Anthropology 1, 5; Astronomy 12, 20, 25; Biology 8, 10, 11, 12, 15, 16, 17, 18, 101, 102, 103; Chemistry 1A, 1B, 4, 7A, 7B, 20, 21A, 21B; Computer Science 1, 2, 3, 4, 10, 15P, 23, 30, 40, 60; Engineering 1, 9; Geography 1, 6, 9; Geology 1, 2, 3, 4, 6, 15, 30, 32, 34, 36; Mathematics 150, 160, 161, 170, 180, 190, 191, 210, 220, 270; Oceanography 10; Physics 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B, 11, 12; Physical Science 25~~

~~Social and Behavioral Sciences Option:~~

~~These courses emphasize an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. Students will develop an awareness of methods of inquiry and will attain critical thinking skills relating to the ways in which people act and interact within social and cultural contexts. In addition, students will study the perspectives, concepts, principles, theories, and methodologies of disciplines within social and behavioral sciences.~~

~~A minimum of one course from at least two different subjects.~~

~~Select 18 units from:~~

~~Administration of Justice 100, 103, 107, 111, 115; Anthropology 2, 3, 4, 6, 7, 8, 9, 10, 11; Child Development 3, 9; Economics 1, 2, 5; Education 101, 201; Geography 2, 5, 7; History 1A, 1B, 3, 4, 5A, 5B, 8, 9, 11, 12A, 12B, 14A, 14B, 16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, 32, 37; History of Science 11; Political Science 1, 2, 3, 5, 6, 8, 10; Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16, 21, 22; Sociology 101, 102, 104, 107, 109, 110, 112, 115~~

Recommendation:

Completion of the General Studies degree does not guarantee acceptance into a four year university. Students planning to transfer to a CSU or UC should follow the CSUGE Breadth or IGETC pattern and complete transferable coursework that relates to the major

at the CSU or UC campus. For further information and course selection, please consult with an academic counselor.

Associate Degree in General Studies:

A. General Education: choose one of the following patterns

- AA General Education Requirements (minimum of 24 units and the math competency)
- CSUGE Breadth (39 units) - this general education pattern will fulfill lower-division general education requirements at the CSU campuses.
- IGETC (34 units) - this general education pattern will fulfill lower-division requirements at the CSU, UC and some private colleges and universities.

B. Area of Emphasis:

- A minimum of 18 units are required in one Area of Emphasis listed below.
- A minimum of one course from two different disciplines is required in the emphasis.
- The courses selected in the emphasis may also be used to fulfill general education areas on the Associate Degree, CSUGE Breadth, or IGETC.

C. Electives:

Elective units may be necessary to obtain the 60 degree applicable units that are required for the Associate Degree.

1. Arts and Humanities

These courses emphasize the appreciation of arts and humanities through cultural activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students interested in transferring to a four year university will have a basic foundation for further studies in areas such as arts, history, communications, English, foreign language, film studies, literature, history, journalism, or philosophy. This emphasis may be useful for students interested in possible career paths in fine arts, education, administration, or public service.

Select 18 units with at least one course in Arts and one course in Humanities.

Arts:

Architecture 104
Art 1, 2, 3, 4, 5A, 5B, 6, 7, 9, 108, 150
Dance 1, 3, 5
Film/Video 1, 3
Music 1, 11, 12, 13, 15A, 15B
Theatre 1, 4, 8

Humanities:

Sign Language/Interpreter Training 15, 16, 17A, 17B

English 1B, 1C, 10, 11, 12, 15A, 15B, 18, 20, 21, 22, 23, 24A, 24B, 25A, 26, 27, 28, 29, 30, 31, 32abc, 33, 34, 35, 36, 38, 39, 40A, 40B, 41A, 41B, 42, 43, 44, 46, 47

Film/Video 52, 53, 54abc

History 1A, 1B, 5A, 5B, 8, 9, 12A, 12B, 14A, 14B, 16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, 32, 37, 140, 141

History of Science 11

Humanities 1

Journalism 1, 12

Languages: Chinese 1, 2, 24; Italian 1, 2, 24; Japanese 1, 2, 3, 4, 25; French 1, 2, 3, 4, 5, 6, 24, 35; German 1, 2, 3, 4, 5, 24; Spanish 1, 2, 3, 4, 5, 6, 24, 52A, 52B

Philosophy 2, 3, 5, 7, 8, 10, 11, 23

Speech Communication 1, 3, 4, 5, 8, 9, 12, 14

2. Fine and Applied Arts

These courses will emphasize the nature of artistic activities and expression of art through analysis, examination, performance, and technical development. Students will incorporate techniques, engage in performance, and learn to value aesthetic understanding and integrate these concepts when constructing value judgments. Students transferring to a four year university will have a basic foundation for further studies in areas such as architecture, art, digital media, creative writing, dance, film, music, performing arts, photography, studio art, or theatre arts. This emphasis may be useful for students interested in possible career paths in design, graphic arts, visual arts, photography, stage technician, musician, education, television, journalism, or acting.

Select 18 units from at least two disciplines.

Architecture, 104, 150A, 150B, 199ab

Art 1, 2, 3, 4, 5A, 5B, 6, 7, 9, 10ab, 11abcd, 17ab, 18abcd, 19ab, 22ab, 23abcd, 31abcd, 37ab, 41ab, 61ab, 81ab, 82abcd, 141abcd, 142abcd, 143abcd

Dance 1, 3, 5, 22ab, 23abcd, 32ab, 33abcd, 42ab, 43abcd

English 24A, 24B, 25A, 32abc, 38

Film/Video 1, 3, 4, 20, 21, 22, 32ab, 52, 53, 54abc

Music 1, 2A, 2B, 3A, 3B, 3C, 7, 8A, 8B, 11, 12, 13, 15A, 15B, 18ab, 19abcd, 23abcd, 31A, 31B, 31C, 31D

Photography 1, 2, 51, 150

Theatre 1, 4, 8, 14A, 14B, 30, 84, 88, 90, 94

3. Communication, Media, and Languages

These courses will emphasize the study of communication, culture, and the skills needed to communicate effectively in oral, written, or visual forms. Students transferring to a four year university will have a basic foundation for further studies in communication studies, media studies, journalism, English, or modern languages. This emphasis may be useful for students interested in possible career paths in broadcasting, public relations, advertising, journalism, interpreter, photography, technical writing, or radio and television.

Select 18 units from at least two disciplines.

Anthropology 4

Art 143abcd

English 1B, 1C, 10, 11, 12, 15A, 15B, 18, 20, 21, 22, 23, 24A, 24B, 25A, 26, 27, 28, 29, 30, 31, 32abc, 33, 34, 35, 36, 38, 39, 40A, 40B, 41A, 41B, 42, 43, 44, 46, 47

Film/Video 20, 22, 24, 28ab, 32ab, 52, 53, 54abc

Journalism 1, 12

Library 1, 10

Photography 1, 11ab, 51

Languages: Sign Language/Interpreter Training 15, 16, 17A, 17B; Chinese 1, 2, 24; Italian 1, 2, 24; Japanese 1, 2, 3, 4, 25; French 1, 2, 3, 4, 5, 6, 24, 35; German 1, 2, 3, 4, 5, 24; Spanish 1, 2, 3, 4, 5, 6, 24, 52A, 52B

Speech Communication 1, 3, 4, 5, 8, 9, 12, 14

4. Social and Behavioral Sciences

These courses emphasize an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. Courses in the social and behavioral sciences will help students to develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. Students will study the perspectives, concepts, principles, theories, and methodologies of disciplines within social and behavioral sciences. Students transferring to a four year university will have a basic foundation for further studies in areas such as American studies, anthropology, criminal justice, child development, economics, geography, history, political science, psychology, or sociology. This emphasis may be useful for students interested in possible career paths in education, history, social work, public administration, public service agencies, library science, economics, or social policy.

Select 18 units from at least two disciplines.

Administration of Justice 100, 103, 107, 111, 115

American Studies 1, 3, 7

Anthropology 2, 3, 4, 6, 7, 8, 9, 10, 11

Child Development 3, 9

Economics 1, 2, 5

Education 201

Geography (excluding physical geography) 2, 5, 7

History 1A, 1B, 5A, 5B, 8, 9, 12A, 12B, 14A, 14B, 16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, 32, 37, 140, 141

History of Science 11

Political Science 1, 2, 3, 5, 6, 8, 10

Psychology 2, 3, 5, 7, 8, 9A, 9B, 10, 12, 15, 16, 21, 22 (same as Physical Education 275)

Sociology 101, 102, 104, 107, 109, 110, 112, 115

5. Biological and Physical Sciences

These courses emphasize the physical universe, its life forms, and its natural phenomena. Courses in the sciences will help students develop an understanding of the scientific method and the relationship between science and other human activities. Students transferring to a

four year university will a basic foundation for further studies in areas such as biology (biochemistry, biophysics, molecular and cell biology, marine biology, microbiology), chemistry, physical and earth sciences (astronomy, geology, physical geography, oceanography), or physics. This emphasis may be useful for students interested in possible career paths in life sciences, physiology, exercise science, physical sciences, or earth sciences.

Select 18 units with at least one course in Biological Science and one course from Physical Science.

Biological Sciences:

Anatomy 30, 32
Anthropology 1, 5
Biology 8, 10, 11, 12, 15, 16, 17, 18, 101, 102, 103
Microbiology 33
Physiology 31

Physical Sciences:

Astronomy 12, 20, 25
Chemistry 4, 1A, 1B, 7A, 7B, 20, 21A, 21B
Geography 1, 6, 9
Geology 1, 2, 3, 4, 6, 15, 30, 32, 34, 36
Oceanography 10
Physics 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B, 11, 12
Physical Science 25

6. Kinesiology and Wellness

These courses emphasize lifelong understanding and the development of a student's physiological, psychological, and social well-being. Students transferring to a four year university will have a basic foundation for further studies in areas such as physical education, recreation, nutrition, or allied health fields. This emphasis may be useful for students interested in possible career paths in athletic training, personal training, management, exercise science, sports nutrition, and education.

Select 18 units from at least two disciplines.

Anatomy 30, 32
Biology 10, 101, 102
Chemistry 4, 1A, 20, 21A, 21B
Contemporary Health 1
First Aid 1
Fire and Emergency Technology 140, 141
Human Development 10
Microbiology 33
Nutrition 11, 15
Physical Education 217, 270, 272, 275, 277, 280, 290
Physics 2A, 2B, 11

Physiology 31
Psychology 2, 5, 7, 12, 16, 22
Sociology 101

INDUSTRY AND TECHNOLOGY DIVISION

NEW COURSE

1. Administration of Justice 132 – Crime Scene Investigation
Units: 3 Lecture: 3 hours Faculty Load: 20.00%
Recommended Preparation: Administration of Justice 100
Credit, degree applicable; Transfer CSU; Letter grade
This course provides students with the basic understanding of Crime Scene Investigation (CSI), the workings of a CSI unit and will present an overview of the relationship that exists between forensic science and law enforcement. The course includes a study of crime scene examination, crime scene documentation, DNA and trace evidence analysis, and evidence collection procedures. Students learn to prepare a case for prosecution and testify in court.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Architecture 121abcd – ~~Advanced~~ Three-Dimensional Architectural AutoCAD-Computer Aided Design
This is ~~an advanced~~ a course in three-dimensional (3-D) computer aided design (CAD) using the various CAD software including AutoCAD Architectural Desktop software and Revit. Students will create detailed three dimensional massing computer models of buildings, generating floor plans, building sections, elevations, details and learn how to insert various library elements into drawings to create construction documents. Camera angles to form perspectives as well as animated videos of modeled buildings will be covered. schedules, as well as computer animations and renderings of 3-D models. Students will use Building Information Modeling (BIM) in design, analysis and documentation of their buildings.

Recommendation:

Architecture 121abcd –Three-Dimensional Architectural Computer Aided Design
This is a course in three-dimensional (3-D) computer aided design (CAD) using various CAD software including AutoCAD and Revit. Students will create detailed three dimensional computer models of buildings, generating floor plans, building sections, elevations, details and schedules, as well as computer animations and renderings of 3-D models. Students will use Building Information Modeling (BIM) in design, analysis and documentation of their buildings.

Current Status/Proposed Change

2. Computer Aided Design/Drafting 10abcd – ~~Introduction to Mechanical Computer Aided Design/Drafting~~ Wireframe with Surfaces, Solid Modeling and Assemblies
~~This In this course is an introduction to~~ students create three-dimensional (3-D) wireframe and surfaced models, solid models, assembly and two-dimensional (2-D) computer aided design/drafting (CADD). Students will gain experience in the preparation of engineering level drawings. Previous skills with computers are not required. Models or assemblies are displayed on a 2-D drawing format and orthographically projected with dimensions added. Shading, rendering and solid model modification is also available in the 2-D mode. Auxiliary, detail and section views are also created with such commands as Solview and Soldraw.

Recommendation:

Computer Aided Design/Drafting 10abcd –Wireframe with Surfaces, Solid Modeling and Assemblies

In this course students create three-dimensional (3-D) wireframe and surfaced models, solid models, assembly and two-dimensional (2-D) drawings. Models or assemblies are displayed on a 2-D drawing format and orthographically projected with dimensions added. Shading, rendering and solid model modification is also available in the 2-D mode. Auxiliary, detail and section views are also created with such commands as Solview and Soldraw.

CHANGE IN MAJOR

1. Computer Aided Design/Drafting

Current Status/Proposed Change

At least 50% of the major requirements for the Associate in Science Degree must be completed at El Camino College.

Computer Aided Design/Drafting 5, 10abcd*, ~~27abcd*~~, 28abcd*, 31abcd*, 32abcd*, 33abcd*, 34abcd*, 37abcd*, 45, 47, 49, Technical Mathematics 1; ~~two units from: Computer Aided Design/Drafting 26abcd*, 33abcd*, 37abcd*~~; one course from the following: Electronics and Computer Hardware Technology 11, ~~21~~, 22, Machine Tool Technology ~~13A~~, 16ab, 46, 101abcd, Welding 15ab*, Art 141abcd*, 144abcd*, Computer Information Systems 13

(*one semester of)

Total Units: 33-34

Recommendation:

At least 50% of the major requirements for the Associate in Science Degree must be completed at El Camino College.

Computer Aided Design/Drafting 5, 10abcd*, 28abcd*, 31abcd*, 32abcd*, 33abcd*, 34abcd*, 37abcd*, 45, 47, 49, Technical Mathematics 1; one course from the following: Electronics and Computer Hardware Technology 11, 22, Machine Tool Technology 16ab, 46, 101abcd, Welding 15ab*, Art 141abcd*, 144abcd*, Computer Information Systems 13

(*one semester of)
Total Units: 33-34

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Computer Aided Design/Drafting

Current Status/Proposed Change

A Certificate of Achievement will be granted upon completion of the courses listed below. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

Computer Aided Design/Drafting 5, 10abcd*, ~~27abcd*~~, 28abcd*, 31abcd*, 32abcd*, 33abcd*, 34abcd*, 37abcd*, 45, 47, 49, Technical Mathematics 1; ~~two units from: Computer Aided Design/Drafting 26abcd*, 33abcd*, 37abcd*~~; one course from the following: Electronics and Computer Hardware Technology ~~11, 21~~, 22, Machine Tool Technology ~~13A~~, 16ab, 46, 101abcd, Welding 15ab*, Art 141abcd*, 144abcd*, Computer Information Systems 13

(*one semester of)

Total Units: 33-34

Recommendation:

A Certificate of Achievement will be granted upon completion of the courses listed below. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

Computer Aided Design/Drafting 5, 10abcd*, 28abcd*, 31abcd*, 32abcd*, 33abcd*, 34abcd*, 37abcd*, 45, 47, 49, Technical Mathematics 1; one course from the following: Electronics and Computer Hardware Technology 11, 22, Machine Tool Technology 16ab, 46, 101abcd, Welding 15ab*, Art 141abcd*, 144abcd*, Computer Information Systems 13

(*one semester of)

Total Units: 33-34

NEW CERTIFICATE OF ACCOMPLISHMENT

1. Computer Aided Design/Drafting

A Certificate of Accomplishment will be granted upon completion of the courses listed below:

AutoCad Mechanical Drafting Trainee

Computer Aided Design/Drafting 5, 10abcd* (*one semester of)

Total Units: 6

MATHEMATICAL SCIENCES

COURSE REVIEW

1. Mathematics 73 – Intermediate Algebra for General Education

2. Mathematics 80 – Intermediate Algebra for Science, Technology, Engineering and Mathematics

NEW DISTANCE EDUCATION COURSE VERSIONS FOR EXISTING COURSES

1. Mathematics 73 – Intermediate Algebra for General Education (Online)
2. Mathematics 80 – Intermediate Algebra for Science, Technology, Engineering and Mathematics (Online)

COURSE REVIEW; CATALOG DESCRIPTION

1. Mathematics 115 – Probability and Statistics for Prospective Elementary School Teachers
Current Status/Proposed Change

~~This In this course, is designed for students who plan to become prospective elementary school teachers, and will emphasize group and hands-on activities, the use of computer software, and graphing calculators in the exploration~~ student focus on the conceptual and procedural understanding of probability and statistics, and probability. Topics include creating and interpreting ~~During the statistics portion of the course, students investigate the creation and interpretation of graphs, random variables and sampling, measures of central tendency and dispersion, analysis of experiments including hypothesis testing, design of experiments, and data gathering. In addition, During the probability portion of the course, students explore the basic laws of probability, logic and set theory including dependent, independent, and mutually exclusive events, odds, and expected values will be explored~~ outcomes. Group activities and hands-on activities, as well as the use of graphing calculators and statistical software, are integrated throughout the course.

Recommendation:

In this course, designed for prospective elementary school teachers, student focus on the conceptual and procedural understanding of probability and statistics. During the statistics portion of the course, students investigate the creation and interpretation of graphs, random variables and sampling, measures of central tendency and dispersion, analysis of experiments including hypothesis testing, design of experiments, and data gathering. During the probability portion of the course, students explore the basic laws of probability, including dependent, independent, and mutually exclusive events, odds, and expected outcomes. Group activities and hands-on activities, as well as the use of graphing calculators and statistical software, are integrated throughout the course.

2. Mathematics 116 – Geometry and Measurement for Prospective Elementary School Teachers

Current Status/Proposed Change

~~This In this course, is designed for prospective elementary school teachers, and emphasizes problem solving with particular~~ students focus on constructing tables and recognizing patterns. Topics include the conceptual and procedural understanding of geometry and measurement. Students explore ~~informal geometry, congruence similarity,~~

constructions, transformations, tessellations, and measurement involving both English and metric units in one, two, and three dimensions. ~~Problem solving will include the use of~~ The use of appropriate units in real-world geometric situations is emphasized throughout the course. Group activities, hands-on activities and use of computer software and hands-on activities are integrated throughout the course.

Recommendation:

In this course, designed for prospective elementary school teachers, students focus on the conceptual and procedural understanding of geometry and measurement. Students explore informal geometry, congruence similarity, constructions, transformations, tessellations, and measurement involving both English and metric units in one, two, and three dimensions. The use of appropriate units in real-world geometric situations is emphasized throughout the course. Group activities, hands-on activities and use of computer software are integrated throughout the course.

INACTIVATE MAJOR

1. Mathematics General – Associate in Science Degree

CHANGE IN CATALOG PROGRAM DESCRIPTION; CHANGE IN MAJOR

1. Mathematics – Associate in Science Degree

Current Status/Proposed Change

~~The degree is designed for students planning to transfer provides the student with a major sufficient depth to support a lifelong interest in mathematics. The and is suitable for the student will acquire the ability to apply the principles of differential and integral who plans to transfer in mathematics. The core of the major is the calculus sequence, in which the student will acquire a conceptual understanding of the principles of differential and integral calculus for functions of one and several variables, differential equations, and linear algebra. Competencies as well as the ability to apply calculus techniques in a variety of applications. A minimum of one additional course is required to provide the student with greater breadth in mathematics. Competency will be assessed by evaluating through problem solving involving limits; derivatives and integrals of real and vector-valued functions of one and several variables; areas and volumes; line, surface, and volume integrals; numerical methods; sequences and series; ordinary differential equations; power series solutions; Laplace transforms; eigenvectors; vector spaces; and application problems. Students will have the student's ability to utilize computer algebra systems in solve a wide range of calculus and other mathematical problems solving.~~

At least 8 units for this degree must be completed at El Camino College.

Mathematics 190, 191, 220; 4 units from: Mathematics 140, 150, 210, 270, Physics 1A,

Computer Science 1

Total Units: 19-20

Recommendation:

The degree provides the student with sufficient depth to support a lifelong interest in mathematics, and is suitable for the student who plans to transfer in mathematics. The core of the major is the calculus sequence, in which the student will acquire a conceptual understanding of the principles of differential and integral calculus for functions of one and several variables, as well as the ability to apply calculus techniques in a variety of applications. A minimum of one additional course is required to provide the student with greater breadth in mathematics. Competency will be assessed by evaluating the student's ability to solve a wide range of calculus and other mathematical problems.

At least 8 units for this degree must be completed at El Camino College.

Mathematics 190, 191, 220; 4 units from: Mathematics 140, 150, 210, 270, Physics 1A, Computer Science 1

Total Units: 19-20

NATURAL SCIENCES DIVISION

NEW COURSES

1. Anatomy and Physiology 34A – Anatomy and Physiology I

Units: 4 Lecture: 3 hours Lab: 5 hours Faculty Load: 45.00%

Prerequisite: Chemistry 4, Chemistry 20, or Chemistry 21A, or equivalent or concurrent enrollment

Credit, degree applicable; Transfer CSU; Letter grade

This is the first semester of the two-semester Anatomy and Physiology lecture and lab course. It is an in-depth course examining major organ systems, their morphology and functions as well as some of their common pathologies. Topics include an introduction to the human body, chemical and biochemical principles, cell morphology and function, cell division, genetics and histology. In the first semester, the students study the integumentary, skeletal, and muscular systems, as well as the first half of the nervous system. Laboratory investigations include models of the human body and dissection of higher vertebrates, in addition to physiological experiments. The course is designed for science, health-related, pre-nursing (Bachelor of Science in Nursing), and pre-professional majors.

2. Anatomy and Physiology 34B - Anatomy and Physiology II

Units: 4 Lecture: 3 hours Lab: 5 hours Faculty Load: 45.00%

Prerequisite: Anatomy and Physiology 34A

Credit, degree applicable; Transfer CSU; Letter grade

This is the second semester of the two-semester Anatomy and Physiology lecture and lab course. Topics examined include: special senses, autonomic nervous system, endocrine system, cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and nutrition, cellular respiration, urinary system, fluid, electrolyte, and acid-base balance, reproductive system, genetic conditions and disorders, embryology

and development. Laboratory investigations include models of the human body and dissection of higher vertebrates, in addition to physiological experiments. The course is designed for science, health-related, pre-nursing (Bachelor of Science in Nursing), and pre-professional majors.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Chemistry 7A – Organic Chemistry I

Current Status/Proposed Change

This course involves a comprehensive study of the major classes of aliphatic ~~and aromatic~~ hydrocarbons; and of organic halides, ~~and~~ alcohols and ethers. This includes nomenclature, structure, properties, stereochemistry, reactions, synthetic methods, and spectroscopy. Emphasis is placed on a systematic approach to understanding the material through the use of bonding theories, energy concepts, kinetics, and reaction mechanisms. In the laboratory, emphasis is on techniques of separation and purification of organic compounds, common organic reactions, and spectroscopy.

Recommendation:

This course involves a comprehensive study of the major classes of aliphatic hydrocarbons and of organic halides, alcohols and ethers. This includes nomenclature, structure, properties, stereochemistry, reactions, synthetic methods, and spectroscopy. Emphasis is placed on a systematic approach to understanding the material through the use of bonding theories, energy concepts, kinetics, and reaction mechanisms. In the laboratory, emphasis is on techniques of separation and purification of organic compounds, common organic reactions, and spectroscopy.

2. Chemistry 7B – Organic Chemistry II

Current Status/Proposed Change

This course involves a comprehensive study of aromatic compounds and the major classes of oxygen-containing and nitrogen-containing organic compounds. This includes nomenclature, structure, properties, stereochemistry, reactions, synthetic methods, and spectroscopy. Emphasis is placed on a systematic approach to understanding the material through the use of bonding theories, energy concepts, kinetics, and reaction mechanisms. ~~The A~~ study of biochemistry focuses primarily on ~~carbohydrates, amino acids, proteins, and lipids, carbohydrates, amino acids and proteins.~~ In the laboratory, emphasis is on ~~common~~ qualitative organic analysis, common organic reactions, and multi-step synthesis, ~~and qualitative organic analysis.~~

Recommendation:

This course involves a comprehensive study of aromatic compounds and the major classes of oxygen-containing and nitrogen-containing organic compounds. This includes nomenclature, structure, properties, stereochemistry, reactions, synthetic methods, and spectroscopy. Emphasis is placed on a systematic approach to understanding the material through the use of bonding theories, energy concepts, kinetics, and reaction mechanisms. A study of biochemistry focuses primarily on lipids, carbohydrates, amino acids and

proteins. In the laboratory, emphasis is on qualitative organic analysis, common organic reactions, and multi-step synthesis.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Geology 15 – ~~Geologic Hazards~~ Natural Disasters

This course presents a study of ~~geologic processes~~ natural hazards such as earthquakes, volcanism, hurricanes, landslides and floods and how we can prepare for and possibly ~~control~~ mitigate these ~~hazards~~ phenomena in order to lessen their impact on ~~people~~ society. In addition, this course will ~~study energy and mineral resources of the~~ address global climate change and associated earth science processes, as well as the misuse and the control of pollution of water vital natural resources such as freshwater.

Recommendation:

Geology 15 – Natural Disasters

This course presents a study of natural hazards such as earthquakes, volcanism, hurricanes, landslides and floods and how we can prepare for and possibly mitigate these phenomena in order to lessen their impact on society. In addition, this course will address global climate change and associated earth science processes, as well as the misuse and pollution of vital natural resources such as freshwater.

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Environmental Horticulture

Current Status/Proposed Change

A Certificate of Achievement will be awarded upon completion of the courses listed below. At least 50% of the requirements for the certificate must be completed at El Camino College.

Horticulture 41, 42, 46, 53, 54, 55, 56; one course from: Biology 8, 15, 16, Horticulture 44, 60, 95abcd

Total Units: 23-25

Recommendation:

A Certificate of Achievement will be awarded upon completion of the courses listed below. At least 50% of the requirements for the certificate must be completed at El Camino College.

Horticulture 41, 42, 46, 53, 54, 55, 56; one course from: Biology 8, 15, 16, Horticulture 44, 60, 95abcd

Total Units: 23-25

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
DECEMBER 2, 2008**

Present: F. Arce, J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd,
E. Martinez, C. Mosqueda, S. Panski, J. Thompson, J. Young

Absent: V. Rapp, C. Somin

Ex-Officio Members Present: Q. Chapman, M. Hall, J. Harmon, M. Odanaka, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, R. Blount, I. Drew, R. Elton-Collett, C. Fitzsimons, P. Gebert,
B. Jaffe, L. Medigovich, J. Meredith, S. Rodriguez, C. Zartman

CALL TO ORDER

Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m.

CHAIR'S REPORT

- Chair Young attended the Academic Senate meeting at which she reported that the CCC had approved the General Studies major.
- Q. Chapman and Chair Young will meet with the Deans at their regular staff meeting to discuss curriculum and the spring semester timeline.
- Chair Young acknowledged J. Harmon as the VPAA designee for today's meeting.

CURRICULUM REVIEW

Health Sciences and Athletics Proposals

- Interim Dean, I. Drew took the podium to present two new courses, Physical Education 3abcd and Physical Education 250abcd.
- He distributed an errata sheet and introduced faculty members, Charleen Zartman and Richard Blount.
- I. Drew began with Physical Education 3abcd. There were no questions.
- He continued with Physical Education 250abcd and fielded questions on objectives, major topics. I. Drew accepted the Committee's recommendations.
- Chair Young asked for a motion to approve the Health Sciences and Athletics proposals. M. Lipe moved, L. Kjeseth seconded, and the motion carried.
- Chair Young called for a motion to approve the conditions of enrollment. M. Lipe moved, L. Kjeseth seconded, and the motion carried.

Humanities Proposals

- Interim Associate Dean, C. Fitzsimons took the podium to present two new courses, Journalism 6 and Journalism 14abcd.
- She distributed an errata sheet as she introduced faculty member Lori Medigovich from the journalism department.
- C. Fitzsimons discussed Journalism 6. She fielded a question regarding the catalog description. C. Fitzsimons and L. Medigovich accepted the Committee's recommendation.
- She proceeded with Journalism 14abcd and fielded questions on the critical thinking assignments. C. Fitzsimons accepted the recommendation on V.B.1.
- Chair Young asked for a motion to approve the Humanities proposals. M. Lipe moved, J. Thompson seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. M. Lipe moved, J. Thompson seconded, and the motion carried.
- Chair Young asked for a motion to approve both courses as stand-alone courses. M. Lipe moved, J. Thompson seconded, and the motion carried.

Industry and Technology Proposals

- Dean S. Rodriguez and faculty member, Pat Gebert took the podium to present three Cosmetology Certificates.
- In lieu of an errata sheet, revised proposals were distributed for Cosmetology Level I (Certificate of Accomplishment), Cosmetology Level II and Cosmetology Level III (Certificate of Achievement).
- S. Rodriguez explained that there will be three career ladders for the Cosmetology program.
- At the advice the Cosmetology advisory committee, the department created the career ladders so that students will have more employment opportunities.
- The Committee gave recommendations on the program description and it was revised accordingly.
- Chair Young called for a motion to approve the Industry and Technology proposals. R. Hughes moved, L. Kjeseth seconded, and the motion carried.

PROPOSALS REVIEWED BY ARCE AND YOUNG

- Today's handout included two proposals for course inactivations from the Industry and Technology division – Computer Aided Design/Drafting 26abcd and Computer Aided Design/Drafting 27abcd.
- Chair Young asked for a motion to approve the inactivations. R. Hughes moved, S. Panski seconded, and the motion carried.

DISTANCE EDUCATION

- Also, included in today's handouts was a proposal which would serve as a template to add a recommended preparation to all distance education courses.
- Chair Young advised the Committee that the recommendation came from the Distance Education Advisory Committee (DEAC).
- The recommended preparation would inform students of the necessary skills prior to taking a distance education course.
- The recommended preparation states: Completion of or concurrent enrollment in Academic Strategies 60, previous satisfactory completion of an online course, or a satisfactory score on the Distance Education Online Class Self-Assessment Instrument.
- The Committee began a discussion on students, their use of the distance education website, and a counselor's role in advising students of the Academic Strategies 60 course.
- Q. Chapman wanted the Committee to consider how students would be advised of the recommended preparation for the course. The recommended preparation would be listed along with the course information, which is not separate from the distance education course version. The Committee was advised to consider an alternative method of advisory.
- The committee considered a note as part of the section schedule notes to notify students enrolling in distance education courses.
- The Committee agreed that the recommendation regarding the schedule should be discussed with Alice Grigsby, Director of Learning Resources Unit, who oversees the distance education schedule.

ANNOUNCEMENTS

- Chair Young asked for a volunteer to serve on the CurricUNET steering committee. C. Mosqueda accepted.
- L. Kjeseth commended faculty on the work it has done over the past ten years to develop exceptional, measurable course objectives. Chair Elect, L. Kjeseth advised the Committee that the college is considering adopting the current course objectives as student learning outcomes and looking at ways to reflect the evaluation of each learning outcome in the course outline of record.
- A discussion ensued with S. Panski voicing concerns and others such as J. Harmon expressing her support.
- Chair Young has carefully examined this process and agrees with L. Kjeseth that it would be a valuable and meaningful method for assessing student learning.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. S. Panski moved, R. Hughes seconded, and the motion carried. The meeting was adjourned at 3:55 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
December 2, 2008**

HEALTH SCIENCES AND ATHLETICS DIVISION

NEW COURSES

1. Physical Education 3abcd – Boot Camp Fitness Training
Units: 1 Lab: 3 hours Faculty Load: 13.635%
Credit, degree applicable; Letter grade; Transfer CSU; Proposed Transfer UC
This course is an intense, highly regimented, military style form of physical conditioning. Disciplined forms of exercise include use of; body weight, simple apparatus and calisthenics to develop aerobic and muscle fitness.
2. Physical Education 250abcd – Techniques of Surfboard Riding
Units: 1 Lab: 3 hours Faculty Load: 13.635%
Prerequisite: Physical Education 240abcd with a minimum grade of C or equivalent
Enrollment Limitation: Must be able to swim three hundred yards and tread water for three minutes
Credit, degree applicable; Letter grade; Transfer CSU; Proposed Transfer UC
This course offers instruction in handling of surfboards and practice of safe riding in the surf. Topics such as ocean safety, hazards, currents, tides, weather conditions, wave selection, surfing etiquette, board and wetsuit selection, and paddle technique will be emphasized.
Note: Students furnish their own surfboards and protective wetsuits to off-campus sites at local beaches.

HUMANITIES DIVISION

NEW COURSES

1. Journalism 6 – Basic Photojournalism
Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.667%
Recommended Preparation: eligibility for English 84
Credit, degree applicable; Letter grade; Transfer CSU
This course provides instruction in the elementary aspects of photography with emphasis on principles and techniques of photojournalism, including camera use, news photography, feature photography, sports photography, photo essays, and caption writing. Emphasis is placed on preparing students to take photographs for campus student publications using digital cameras and computer software such as Photoshop.

2. Journalism 14abcd – Multimedia Journalism

Units: 3 Lecture: 2 hours Lab: 3 hours Faculty Load: 28.33%

Prerequisite: Journalism 1 with a minimum grade of C

Credit, degree applicable; Letter grade; Transfer CSU

This course provides training in multimedia journalism with an emphasis on the principles and techniques of multimedia reporting, including preparing news for the World Wide Web using text, audio, video and photographs. Students create multimedia news projects for publications on the Web, using digital cameras, digital recorders, digital camcorders and computer software.

INDUSTRY AND TECHNOLOGY DIVISION

INACTIVATE COURSES

1. Computer Aided Design/Drafting 26abcd – Creating Solid Models with Autodesk Software
2. Computer Aided Design/Drafting 27abcd – Creating Assemblies with Autodesk Software

NEW CERTIFICATE OF ACCOMPLISHMENT

1. Cosmetology Level I

At least 50% of the courses required for the Certificate of Accomplishment must be completed at El Camino College.

A Certificate of Accomplishment will be issued to students completing the following:

Complete 16-17 units from the following:

Cosmetology 1, 10, 11

Total Units: 16-17

NEW CERTIFICATE OF ACHIEVEMENT

1. Cosmetology Level II

At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

A Certificate of Achievement will be issued to students completing the following:

Complete 16-17 units from the following:

Cosmetology 1, 10, 11 and complete 16-17 units from the following:

Cosmetology 2abcd, 12, 13

Total Units: 32-34

CHANGE IN CATALOG PROGRAM DESCRIPTION

1. Cosmetology

Current Status/Proposed Change

The cosmetology program offers students to the opportunity option to gain proficiency in hair cutting, coloring, permanent waving, chemical relaxing, manicuring, pedicuring, and facials, and related procedures. ~~Upon completion of 1600 hours, students will be prepared to take the California~~ After completing introduction to cosmetology, Cosmetology Level I (Certificate of Accomplishment), students will have the basic skills for entry level positions as specified by the State Board of Cosmetology. Examination to become licensed. Cosmetology Level II (Certificate of Achievement) will give the student intermediate skills to work in the cosmetology industry. Completion of Cosmetology Level III (Certificate of Achievement) will give students 1600 hours and prepares them to take the California State Board of Cosmetology Examination. Competencies are assessed regularly in compliance with the California State Board of Cosmetology criteria. ~~Students completing the program may expect to enter industry as a hair stylist, designer, color, and perm technician, salon owner and operator, esthetician, skin care specialist, or manicure technician.~~ After successful completion of the California State of Board of Cosmetology Examination, students will have a state license to embark on their new career.

Recommendation:

The cosmetology program offers students to the option to gain proficiency in hair cutting, coloring, permanent waving, chemical relaxing, manicuring, pedicuring, and facials. After completing introduction to cosmetology, Cosmetology Level I (Certificate of Accomplishment), students will have the basic skills for entry level positions as specified by the State Board of Cosmetology. Cosmetology Level II (Certificate of Achievement) will give the student intermediate skills to work in the cosmetology industry. Completion of Cosmetology Level III (Certificate of Achievement) will give students 1600 hours and prepares them to take the California State Board of Cosmetology Examination. Competencies are assessed regularly in compliance with the California State Board of Cosmetology criteria. After successful completion of the California State of Board of Cosmetology Examination, students will have a state license to embark on their new career.

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Cosmetology Level III

At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College. A Certificate of Achievement will be issued to students completing the following:

Complete 16-17 units from the following:

Cosmetology 1, 10, 11

and

Complete 16-17 units from the following:

Cosmetology 2abcd, 12, 13

and

Complete 10-11 units from a combination of the following:

Cosmetology 2abcd, 3, 4, 13, 14abcd, 16abcd

Total Units: 42-45



CURRICUWARE

Instruction Manual

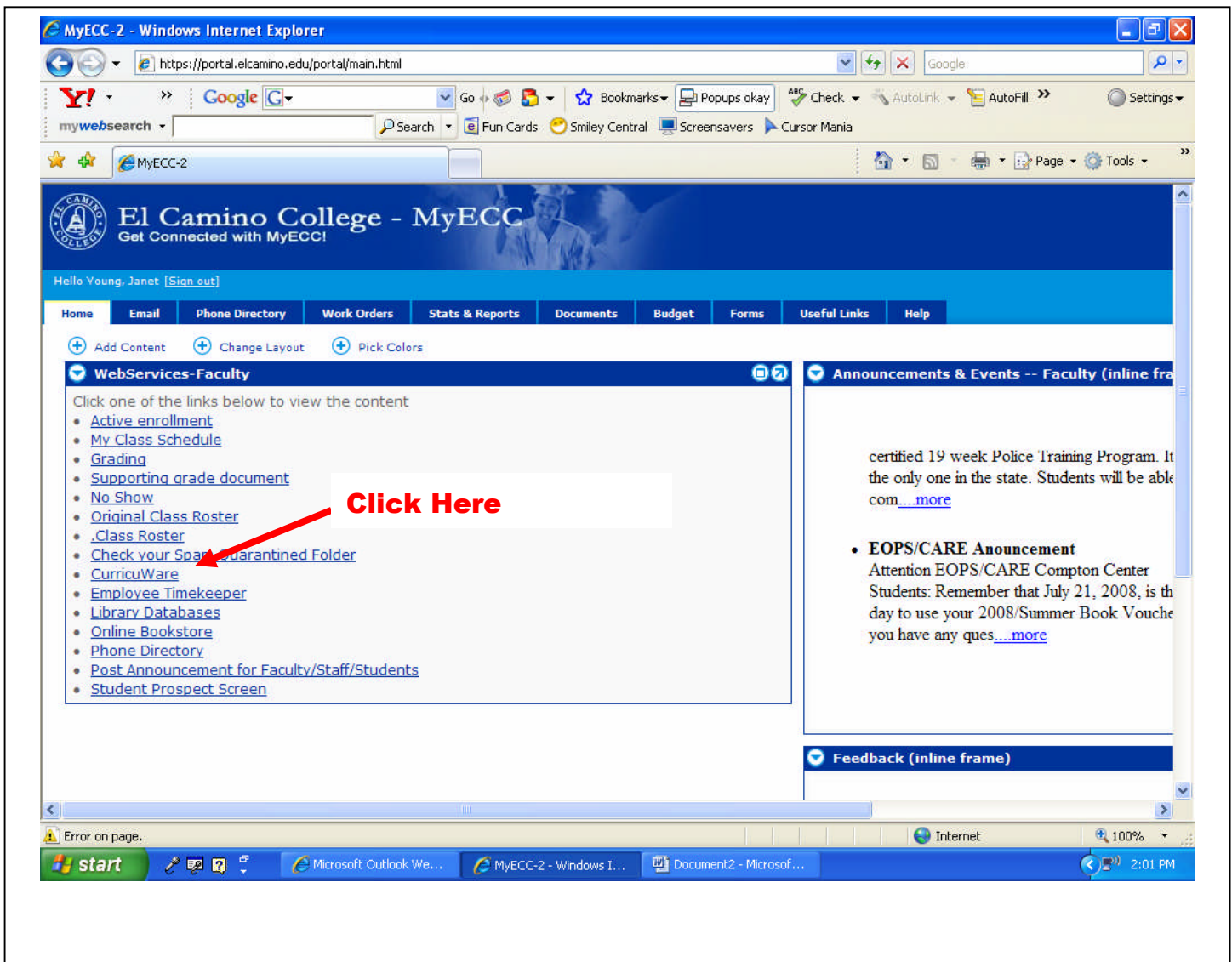
Electronic Course Development and Review System

This software program allows you to review and print official course outlines from any computer at any time. It also allows you to create new courses or revise existing courses. A special feature includes the ability to share comments and recommendations while courses are under development or undergoing revisions.

NOTE: PRIOR TO DEVELOPING A COURSE IN THE SYSTEM, PLEASE CONTACT QUAJUANA CHAPMAN AT qchapman@elcamino.edu OR EXT. 3115) TO DETERMINE IF AN OFFICIAL COPY OF THE COURSE ALREADY EXISTS IN THE SYSTEM. PRIOR APPROVAL IS NOT NECESSARY FOR NEW COURSES.

1. Getting Started

1. Log on to the ECC Portal
2. Click on CurricuWare



2. Viewing or Printing a Course Outline

1. To view or print a complete course outline, click on the name of the course in the far left column.
2. Press "Control" and "P" on your computer to open your print dialogue box.

[My Account](#)

Click on the course to view the complete outline.

[Create New Course Outline](#)

Go to: [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [XYZ](#)

Course Outline	Type	Edit	Submit	Author	Last Modified	Status	Delete
American Studies 1	New			kyoung	6/23/2008 7:53:00 PM	Approval pending	
American Studies 3	New			kyoung	6/25/2008 4:56:53 PM	Approval pending	
American Studies 7	New	Modify	Submit for Approval	bknapp	6/6/2008 10:11:02 AM	Development	Delete

Please Note: We are currently in a transition phase and have hired clerical assistants to enter existing course outlines into this system. Please contact the Curriculum Advisor, Quajuana Chapman at Ext. 3115 or qchapman@elcamino.edu regarding the status of existing courses.

3. Entering a New Course into CurricuWare

1. Click on "Create New Course Outline" and a template will appear.

Click here to enter a new course outline.

[Create New Course Outline](#)

Go to: [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [XYZ](#)

4. Modifying (editing) the Course Outline

1. To work on your course click the "Modify Button". Only the author and authorized users can use this function for your course. See section ___ for details.

Click here to modify a course outline.

Course Outline	Type	Edit	Submit	Author	Last Modified	Status	Delete
Administration of Justice 132	New	Modify	Submit for Approval	relton	6/2/2008 8:22:00 PM	Development	Delete
American Studies 1	New	Modify	Submit for Approval	kyoung	6/23/2008 7:53:00 PM	Development	Delete

5. Entering Information into the Course Outline Template

March 4, 2009

Click on the section on the left hand menu to navigate to different areas of the template. Type in the information in the text fields and mark the appropriate check boxes and buttons.

Note: Be sure to click the “save changes” before you exit the course or you will lose your work.

I. COURSE DESCRIPTION

? Course Title:

? Course Number:

? Descriptive Title:

? Discipline:

? Division:

? Course Length: Full Term
 Other (specify:)

? Hours Lecture:

? Hours Laboratory:

? Course Units:

? Grading Method: Letter
 Pass/No Pass
 Both
 No Grade

? Catalog Description

[CLICK HERE TO VIEW OR ADD A COMMENT FOR THIS SECTION.](#)

Save Changes

CLICK HERE TO SAVE CHANGES PRIOR TO EXITING THE COURSE OR YOU WILL LOSE YOUR DATA. SAVE OFTEN BECAUSE THE PORTAL TIMES YOU OUT AFTER ABOUT 15 MINUTES IF YOU DON'T USE THE OUTER SCROLL BAR TO LET THE PORTAL KNOW THAT YOU ARE STILL THERE. YOU CAN LOSE YOUR DATA THIS WAY, TOO. ITS IS WORKING ON THIS PROBLEM.

6. Adding Users

1. As the author, you have the ability to edit this course. You may add up to three additional users who will be allowed to make changes on the course outline. This should usually be the administrative assistant in charge of curriculum in your division, a faculty member with whom you are collaborating, or your dean. Remember that everyone can view and comment on an outline if they wish, so you should only add a user if you really want them to be able to make changes to the course.

2. Enter the first part of the users email address only. See samples below:

**Use only the first part of
The email address**

AUTHORIZED USERS

? Specify up to three users who may edit your course outlines. Indicate their User Name.

User 1:

User 2:

User 3:

7. Adding or Reviewing Comments

1. To add or review a comment, click on the blue button at the bottom of each section.

2. A dialogue box will appear in the left hand corner.

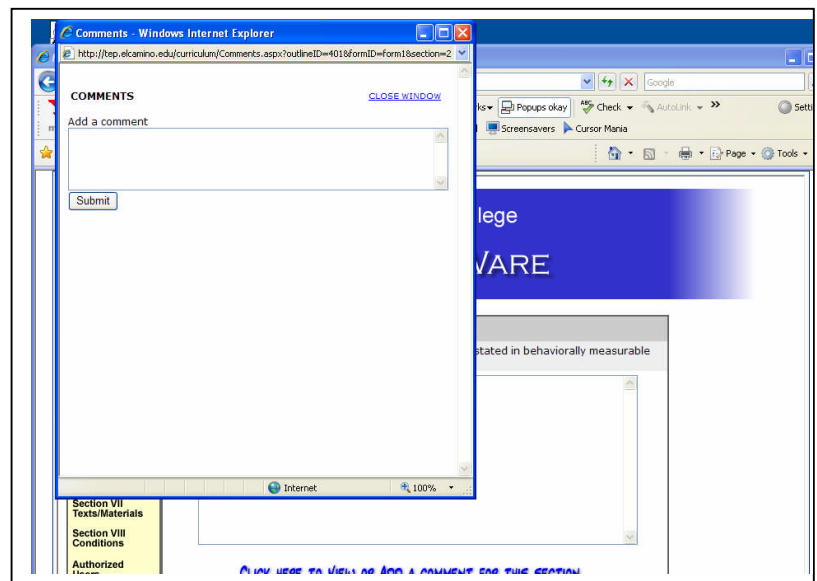
CLICK HERE TO VIEW OR ADD A COMMENT FOR THIS SECTION.

3. Type your comments in the dialogue box and click "submit."

4. Your comments will be added for that section.

5. If you want to comment on another section, you must click on the button in that section.

NOTE: If this window does not appear, you may need to turn off your pop-up blocker on your Internet Tool Bar. Sometimes the window appears behind your document, so look for it there.



8. Submitting a Course to the Curriculum Office

1. When you have completed your work on the course and it has been approved by your DCC, click "Submit." This locks the course and makes sure that no additional changes are made after-the-fact.

IMPORTANT NOTES:

Hard Copies of Forms Still Required:

While we are transitioning to an electronic development and review process, it is still necessary to print out hard copies of the course outlines and required forms for the College Curriculum Committee (CCC). The CCC is working on a strategy to allow for paperless submissions of course outlines. Once the process is complete, we will present this to the faculty.

Curriculum Submittal and Review Timelines:

Curriculum is submitted on the dates listed on the Curriculum Review Timeline that is developed each semester. Submission of all curriculum proposals must be coordinated with the Division Dean and the Division Technical Review Committee. Developing a course in CurricuWare and submitting it to the Curriculum Office electronically does not automatically place it in review status.

The Curriculum Review Timeline can be accessed on the CCC Website at <http://www.elcamino.edu/academics>.

9. Getting a Course Returned to Make Changes

If you submit a course prematurely, or if you decide that you want to make some changes to the course before you make the copies, contact the Curriculum Chair or the Curriculum Advisor. The course will be returned to you so that you can continue working on it.

Curriculum Chair	Janet Young	jyoung@elcamino.edu	Ext. 3613
Curriculum Advisor	Quajuana Chapman	qchapman@elcamino.edu	Ext. 3115

10. Making Changes After the CCC Meeting

1. If a course is approved by the CCC based on changes made at the meeting, the course will be returned to the faculty member or the administrative assistant assigned to curriculum.
2. The Curriculum Advisor will review the changes with this designee. Make all of the necessary changes in CurricuWare and "Submit" it to the Curriculum Office.

11. College Is Moving to CurricuNET

A campus committee reviewed a commercial course development and management system called CurricuNet. This program is more sophisticated than CurricuWare, has many more features, and interfaces with the System Office. The college has purchased this system and will begin using it in Fall 2009. In the interim, we will continue to use CurricuWare to develop the Course Outline of Record. The other forms can be accessed from the CCC Web site at www.elcamino.edu/academics/ccs. Go to "Official Forms."

If you have questions or comments, please contact:

Quajuana Chapman Ext. 3115 or qchapman@elcamino.edu

Janet Young Ext. 3613 or jyoung@elcamino.edu

February 19, 2009

Don Goldberg, Vince Robles, Chris Wells, Lyman Hong, Evelyn Uyemura

Met to set agenda for the rest of the semester.

According to D. Goldberg, BP 4225, Course Repetition will be revised yet again by Sacramento, and Bill Mulrooney has a workable system in place at the moment, so the Ed. Policies committee will not work on this for the time being.

According to D. Goldberg, our proposed BP 4500, Academic Honesty was mentioned at the Dean's meeting today, when Harold Tyler presented on the Student Code of Conduct. There were some questions about the reason for a separate Academic Honesty policy, and about the numbering. We would like to have our proposed policy in the next Senate packet for first reading, as we continue to advocate for adoption of this policy.

The committee looked at the District website, to see what other Board Policies need updating.

BP 4270, Substitute Courses for Health Education, will be sent to the Dean of Health Sciences and Athletics for his review.

BP 4320, Public Performances, will be sent to the Dean of Fine Arts for his review.

BP 4312, Soliciting Funds, will be sent to Dr. Nishime for her review.

It is possible that all three of the above policies are obsolete and can be removed, or replaced by Administrative Procedures.

BP 4220, Standards of Scholarship, was passed by the Academic Senate some time last fall, we believe, and we wonder if it has gone to the Board of Trustees. (This deals only with grade symbols and a few other details, since the other portions of it have all been removed and put into separate policies.)

WRTBD (what remains to be done):

Find out when and how Board Policies are de-activated or otherwise revised if they are no longer needed.

Find out how to get Administrative Procedures online. Who can push for this?

Email mentioned policies to relevant persons.

Grade Change Administrative procedures are still being tweaked—who needs to be in the loop on that?

Dean's Council 2-19-09

Audits: how are auditors (students who audit) covered by our liability insurance? What rights do these auditors have, and how does due process work? What changes when the auditor is a minor?

- Online adds: so far, 700 students have added online. The process has gone smoothly in the 3 test-pilot divisions.
- Field trip policy: There were minor revisions to the policy proposed by the Board of Trustees. This will come back to senate.
- Program Review & Plan Builder: deans are expected to enter all recommendations from Program Review into Plan Builder by Feb 27. Then the deans and Francisco will categorize/prioritize in early March.
- Academic Dishonest & Disruptive Students: Harold gave a presentation about how these students are to be handled. I'd like copies from some documents he distributed to go into the next packet. I'll follow up on that with a separate email. One of the Violations of Student Conduct regards "continued" behaviors. "Continued" does not mean the offenses have to occur on separate days, they can occur during one day if the student continues to be disruptive.
- IMPORTANT: I was asked if senate-driven revisions to the Academic Dishonesty policy/document currently includes any student representatives in the discussion. I didn't know, but I told them that if we're continuing to pursue changing this policy, we would immediately involve students in the discussion. I will follow up with Evelyn.

We also spent a LOT of time discussing accreditation.

- Francisco said "I [I think he was also referring to cabinet] choose to believe we were our warning because of recommendations 1 & 3 [linking program Review, planning, & budgeting, and curriculum review process not keeping up with 6 year review cycle]." That's a marked change from the discussion in College Council on Tuesday, where Fallo said our warning was caused by SLOs.
- Recommendations 6, 7, and 8 are also important, and involve Compton. Fallo is contacting the ACCJC to determine how Compton affects our accreditation and the recommendations we received.
- ECC needs to ensure that Compton faculty are involved in division meetings, crafting and assessing SLOs.
- In the future, Arce hopes our annual planning process will be used to help satisfy recommendation 3 (curriculum updates).

- Arce said he believes the curriculum team needs to meet more frequently and for longer periods of time. He said, and I'm quoting verbatim, the "committee process chokes the curriculum." However, he's pleased the team is implementing a two-tier **system for changing curriculum.**
- Last, but certainly not least, we need to document Compton employees' roles and responsibilities on accreditation issues. Therefore we may need to revise the MoU between ECC & Compton accordingly.

**EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes**

Date: November 20, 2008

MEMBERS PRESENT:

- | | |
|---|---|
| <input type="checkbox"/> Alario, Miriam – ECCE | <input checked="" type="checkbox"/> Spor, Arvid – Chair |
| <input type="checkbox"/> Jones, Clarissa – ASO | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs | <input type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |
| <input type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. | |

OTHERS ATTENDING: Francisco Arce, Janice Ely, Jo Ann Higdon, Ken Key, Luis Mancia, Barbara Perez, Emily Rader, John Wagstaff

Handouts: State Budget Update – Community College League of California
Table of possible areas for budget reduction or sources of funds
Special Contract Funding Requests 2008/09

The meeting was called to order at 1:05 p.m.

Approval of 11/6/08 Meeting Minutes

Corrections/insertions:

1. Page 1, Approval of Minutes: (bullet #1) “Pg.1: Regarding *part-time faculty* equity funding...”
2. Page 2, Enrollment Trend Analysis:
 - a. (bullet #1) “The old projection was 1,800 *for Summer 2008...*” (bullet #2) “*Actual numbers for Summer 2008* (replaces “current projections”) are 2,076 (delete “from July”).
 - b. (bullet #9) First sentence was incorrectly stated and should be deleted. But there was no sense of urgency to act on enrollment analysis proposal. Can still make adjustments for summer 2009, but not for summer 2008. Add another bullet: “September 18th discussion indicated the committee still had time to discuss the enrollment trend analysis proposal.
3. Page 2, State Budget Update:
 - a. (bullet #7) correction: “The GASB allocation (\$1M from fund 15) decision has been made.”
 - b. (bullet #4) correction: ECC *full-time faculty* is at 342 (not 352).
4. The 11/6/08 meeting minutes are approved as amended.

State Budget Update:

1. The current projected budget impact on ECC by the Community College League of California is \$5.9M. This number will continue to grow another four to five years due to continuing decreases in property, sales, and income (corporate and personal) taxes.
2. There is a proposal to increase the enrollment fee. Concerned this will decrease enrollment as it has in the past. Possible double fee increases in 2009 – from \$20 to \$26/unit and then \$26 to \$30/unit. The timing is the problem. Registration started Monday – difficult to collect an additional \$6/unit from students who registered at \$20/unit fee after increase. The college would have to pay the state for any uncollected student fees.
3. Future plans: \$1.7M reduction for staff and faculty
4. Projected cuts are based on apportionment percentages – a valid estimate.
5. The state proposed to stop funding enrichment classes (i.e. P.E. photography, etc.).

Enrollment Trend Analysis:

1. Propose: 1) shift an additional 250 FTES from summer 2008 into the 2007-08 fiscal year report to show growth of 1.3%, 2) shift 650 FTES from summer 2009 to the 2008-09 budget to show 1.7% growth, and 3) 400 FTES from summer 2009-10 to the 2009-10 budget for 1.5% growth.
2. Discussion:
 - a. With the proposed enrollment fee increases, the college may end up incurring more cuts if any FTES were shifted out of this year.
 - b. The proposal is built on a budget based on one good year in 2004-05.
 - c. The board felt comfortable with current budget projections as part of a three-year recovery plan. The current plan is based on known assumptions – the future economic situation is unknown.
 - d. If we were not in an economic downturn period, the proposed enrollment trend analysis proposal does have merit. This is a good concept when growth is funded.
 - e. This analysis can be revisited before the annual report is completed around mid-July. This discussion will be tabled until PBC meets in late April or early May.

\$5 Million Budget Reduction Discussion:

1. A small amount of special contract funds has been spent since approved by the board last month.
2. The VPs recommend decreases in spending and selected increases in revenue totaling \$5.145M:
 - a. Cut \$1M fund 15 special contract funds would offset cuts from the general fund. Why not use the entire amount? Would be risky – cannot build a budget based on one-time funding. It's possible that all \$2M will have to be used for the reduction.
 - b. Cut \$1.3M from vacant full-time positions (savings from mostly certificated positions – reassigned salaries are still budgeted, but not spent)
 - c. Cut \$1.7M (\$600,000 hourly faculty and \$1.1M classified hourly)
 - d. \$155,000 – SB 1133 legal settlement involving the governor, one-time unrestricted funds
 - e. \$470,000 – International Student Program fees – more students attending than projected
 - f. \$35,000 – charge an amount of student health insurance to the health insurance fund
 - g. \$200,000 – capital outlay will be taken from bond funds
 - h. \$200,000 – match for capital construction will come from bond funds instead of general funds
 - i. \$80,000 – reduce match for instructional equipment (source of funds) – will review list of instructional and student services priorities
3. Recommendation timeline is short. It's difficult to make recommendation quickly without understanding it thoroughly. Would like to spend some time on details as well as the overall picture.
4. Consideration of placing all special contract funds spending on hold was recommended.
5. The next process may involve deeper cuts – need to address things now to prepare for what's coming next.
6. Recommend placing discussion of \$3M on hold until the committee receives more details from VPs on specific projects cut. Need to revisit this discussion at the next meeting when VPs will provide more detailed information about special contract funding cuts decisions.

The next meeting is scheduled on December 4, 2008.

Meeting adjourned at 2:30 p.m.

Note taker: Lucy Nelson

**EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: December 4, 2008**

MEMBERS PRESENT:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Alario, Miriam – ECCE | <input checked="" type="checkbox"/> Spor, Arvid – Chair |
| <input type="checkbox"/> Jones, Clarissa – ASO | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |
| <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. | |

OTHERS ATTENDING: Francisco Arce, Jo Ann Higdon, Ken Key, Jeanie Nishime, Emily Rader

Handouts: Special Contract Funding Requests 2008/09
BP 5030 Fees
AP 5030 Fees

The meeting was called to order at 1:00 p.m.

Approval of November 20, 2008 Minutes

1. Page 1, State Budget Update #3 – \$1.7M reduction refers to *hourly* classified and *hourly* faculty.
2. Page 2, Enrollment Trend Analysis, #2c and \$5 Million Budget Reduction Discussion, #1 – capitalize “board.”
3. The meeting minutes were approved as amended.

\$5 Million Budget Reduction Discussion:

1. Have Fund 15 funds been placed on hold? Nothing official announced, but very small amount spent so far (around \$20,000). Academic Affairs was told to hold spending unless it involved salaries. Around \$80,000 was charged to the Enrollment Management Fund 15 account for mailing of schedules.
2. Special Contract Funding Requests 2008/09 list (SCA not on list) - revised allocation discussion
 - a. Academic Affairs:
 - i. Reduced the Small Business Academy (#1) request because of duplication of effort and a large portion of request was for personnel - work could be done with current staff. It is difficult to see how the revised amount will be used – revised allocation does not show related object code.
 - ii. Dance Floor (#5) request – either the entire cost of dance floor should be allocated or nothing at all. If partial cost allocated, instructional block grant or auxiliary services could make up the difference.
 - iii. The Writing Center (#11) request could be split between Basic Skills and Fund 15.
 - iv. A concern was voiced that the information brought for this discussion is not enough to understand why cuts were made. The concern is whether or not to accept adjustments that are being presented with the lack of specificity. Possible resolution to help PBC understand reduction decisions is to know that monies not allocated from Fund 15 could come from other funds (e.g. BSI). Programs would need to re-prioritize use of revised allocations.
 - v. Cuts to Welding Program Improvements (#15) could be covered by block grants. Deleted matching from unrestricted general funds (\$200,000 for capital construction project and \$80,000 for instructional equipment).

- vi. GETT Program (#20) *Global Education Through Technology* funding for internet linkages to foreign universities.
- vii. Supplemental Instruction was part of Enrollment Management request – funding will come from Basic Skills.
- b. Human Resources:
 - i. *Leadership Development* – succession planning: identifying and providing campus employees with leadership development to move into positions as they open.
- c. President
 - i. GASB discussion - why allocate \$900,000 and not less? Concern that costs will skyrocket and liabilities are increasing. ECC must have irrevocable portion of trust set up by June 30, 2009. The college will be selling the next series of construction bond as early as fall 2009. Bond rating services will assess the college's long-term liabilities and abilities to meet financial obligations such as the Retiree Health Premium Fund.
- d. SCA
 - i. Will not allocate funds for *Integration of KeyTrain*.
 - ii. *Community Education Older Adult* request was cut to \$25,000 – program is self-sufficient.
 - iii. *Outreach CalWORKs* request was cut \$30,000 – initial request incorporated more than just outreach.
 - iv. Project Success received considerably more than Adult Re-entry and Puente.
 - v. ECC Access-One Center – reconstruction of Student Services Center lobby one-stop. Funds will be used for demolition and construction.
 - vi. New Student Welcome Day request was mostly for 'giveaways.'
 - vii. FYE/LC – funding could come from Basic Skills.
 - viii. \$321,500 was cut from SCA requests - the revised total is \$296,571.
- 3. Suggestion was made to add caveat to consensus: look at other sources of funding other than Fund 15 to cover costs. Recommendation looks at approval of concept as proposed today. May need further cuts depending on what happens with the state budget, and wherever possible, taking advantage of other funding sources to reduce pressure on Fund 15.
- 4. PBC will recommend special contract funding cuts as presented with the caveat of looking at other sources of Funding other than Fund 15 to cover costs. The voting took place as follows:
 - a. For – six
 - b. Against - one

Board Policy & Administrative Procedure 5030 (Fees):

- 1. Fee policy was reviewed mainly because of discussions regarding charging the state maximum allowable health fee.
- 2. Fees are specified in the procedure, not in the policy. The policy states what mandatory fees are. The procedure defines required fees (enrollment and non-resident tuition), fees authorized by law, prohibited fees, and collection and refunds. Fee table updates will be Board approved annually in January or February.
- 3. Proposed increases in bold on the fee table.
 - a. *Foreign Citizen/Resident Application Processing* should be bolded – fee currently \$25 increasing to \$50.
 - b. *Student Records* transcript requests currently at \$2 for regular request - proposed increase to \$5; and express requests currently at \$5 - proposed increase to \$10. Reason for increases is to cover on-line transcript request service. The first two requests are still free.
 - c. *Transportation* refers to a bus pass program if implemented. *TBDs* and *NRs* are to be addressed in the future.

- d. *Degree Replacement Fee* is a new fee for students who misplace their degrees – ECC has not charged replacement fee in the past. Will verify with Bill Mulrooney if “Certificate” should be added.
 - e. *Community Services Classes* – change from *TBD* to ‘varies by course.’
 - f. *Child Care* - change from *TBD* to ‘flexible fees.’
 - g. *Criminal Background Checks* are required for Child Development Center, Nursing, and Allied Health workers.
4. Health fee is currently \$14; proposing increase to \$17. On May 1st, PBC endorsed increasing the fee to \$17, but on May 15th, voted to change the wording of the endorsement to “amount allowed by law for each term” to include winter and summer sessions. Needed to verify citations, but the Ed Code citations have not been updated. Decision not yet made if Health Center will open during the intercessions. PBC will recommend the new health fees increase to state-mandated level language.
 5. Charging staff for parking is negotiable item for the unions.
 6. This discussion provided update, closure and review of the student health fee administrative procedures.

Miscellaneous:

1. Any significant budget news from the state will be distributed by email.
2. Joe Georges email to faculty regarding alternatives to hosting own email server/account.

The next meeting is scheduled on January 15, 2009 in Library 202.

The meeting adjourned at 2:30 p.m.

Note taker: Lucy Nelson



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – ENROLLMENT MANAGEMENT MEETING
13 NOVEMBER 2008

Present: L. Alford, F. Arce, K. Curry, I. Graff, G. Miranda, B. Mulrooney, J. Nishime, D. Reid, S. Rodriguez, R. Smith, A. Spor, H. Tyler, D. Vakil, J. Wagstaff

Other Guests: R. Dreizler

I. INFORMATION

A. Notes of 10/23/08: Distributed.

II. DISCUSSION/ACTION

A. Adult Learner Plan & K-10 Form: R. Dreizler reported on the 2008/2009 Adult Learner Outreach Plan which was created as a result to the declining enrollment in the 25+ age cohort. The eleven recommendations were reviewed:

1. Increase enrollment by 3%.
2. A breakfast or lunch is being planned for Human Resource Directors in the community which will provide information on ECC services and programs.
3. A catalog of certificate and degree programs is near completion for distribution.
4. Track students who have registered to market various programs.
5. Develop a database of prospective students to identify certain cohorts by age, geographic area, and classes they are enrolled in.
6. Attend education and career fairs.
7. Create FAQs online specifically for the adult learner.
8. Expand workshops and counseling services for the Adult Re-Entry Program. Presently, one adjunct counselor assists up to 40 adults.
9. Market mini-certificates and certificates of achievement.
10. Schedule of classes will be delivered to the community, libraries, and business.
11. Provide orientations for adult learners. Two sessions per evening will be held on 12/15/08 and 1/12/09.

K-10 Form

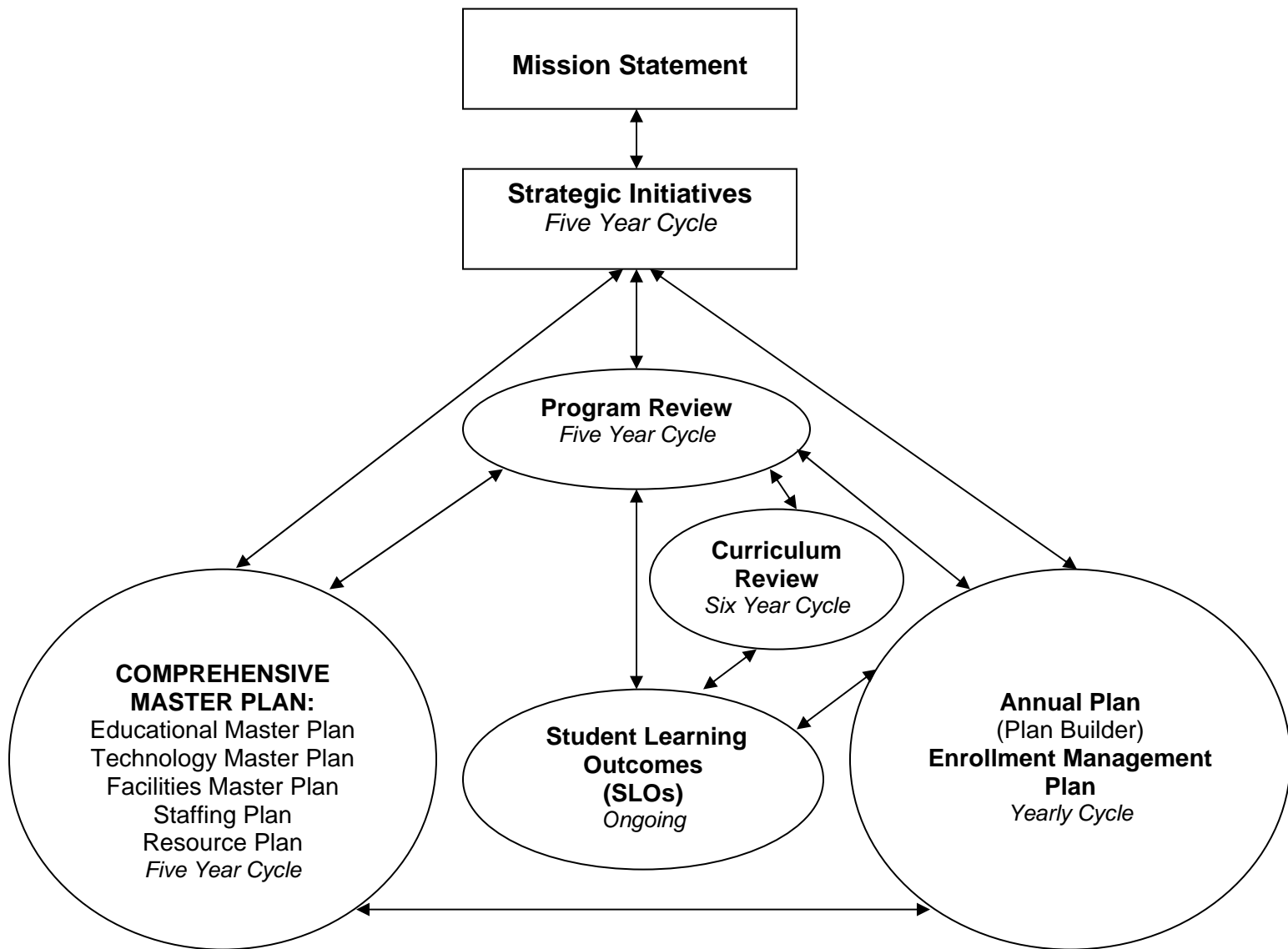
- The K-12 Concurrent Enrollment Restrictions and Exceptions by Grade Level was discussed. F. Arce expressed concern for enrolling students, especially those under the 10th grade. R. Dreizler will verify that the chart is not posted on the website until further discussion (NOTE: It is not posted).

III. Other

A. Schedule of Classes: It was noted that CEC has a separate spring and winter schedule of classes. Next year it will be combined into one schedule. There was some concern that the telephone registration number is not included in the schedule of classes (NOTE: It was confirmed that the telephone number is included in the schedule of classes).

- Posters are posted on campus informing students to check their registration appointment time online. Flyers will be created from the posters for distribution. J. Nishime will verify with B. Mulrooney that the registration phone number is included on the flyer.
- B. The next Enrollment Management meeting will be held on December 11.

El Camino College Planning Model



Planning components include institutional effectiveness measures that drive resource allocation.

MISSION STATEMENT

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

“El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.”

STRATEGIC INITIATIVES

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

Strategic initiatives articulate the direction the college has chosen. The initiatives are based upon our vision, mission, and value statements.

1. Offer excellent educational and student support services:

- a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
- b) Maximize growth opportunities and strengthen programs and services to enhance student success.
- c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.

2. Support self-assessment, renewal, and innovation:

- a) Use student learning outcomes and assessment to continually improve processes, programs and services.
- b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:

- a) Use technological advances to improve classroom instruction, services to students and employee productivity.
- b) Improve facilities to meet the needs of students and the community for the next fifty years.

PROGRAM REVIEW

Program review is a process that asks members of a department to critically assess their programs, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

Program Review Processes

Academic Affairs

http://www.elcamino.edu/administration/vpaa/program_review.asp

1. Attend orientation workshop (department specific data distributed)
2. Designated faculty meet to write the program review
3. Present first draft to division dean for feedback
4. Present first draft to the Program Review Committee Chair for feedback
5. Faculty make revisions requested by Program Review Committee Chair
6. Submit final draft to the Program Review Committee for review and recommendations
7. Faculty and dean meet to discuss document for approval process
8. Prioritized program review recommendations are entered into division Plan Builder plans
9. Post approved program reviews on the web

Administrative Services / Human Resources

1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the web

Student and Community Advancement

<http://www.elcamino.edu/administration/vpsca/docs.asp>

1. Attend orientation workshop
2. Designated team writes the plan
3. Present first draft to division dean for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the web

CURRICULUM REVIEW

<http://www.elcamino.edu/academics/cc/index.asp>

Curricula are reviewed and updated as needed by faculty and the Curriculum Committee at least every six years in coordination with the program review process, revisions and review must be completed when program review is completed.

STUDENT LEARNING OUTCOMES (SLOs)

<http://www.elcamino.edu/academics/slo/>

Student Learning Outcomes can be described as a measurable outcome that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or set of interactions with student services. SLOs involve higher order thinking skills and are measurable. Assessment plans must be completed for each student learning outcome on a regular basis.

ANNUAL PLAN (Plan Builder)

<http://ecc-webapps1.elcamino.edu/pb/>

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to post and track progress made toward *goals* and *objectives* set forth by departments, divisions, and senior management. Plans are short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year. Each division will work with two planning cycles. The current plan is reviewed and updated twice during the year while a new plan for the next fiscal year is in development for the new budget cycle. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below.

1. September – October: Each department reviews, updates, and inputs program review prioritized plans into department Program Plan for the next fiscal year.
2. November - December: Each Division Council reviews and prioritizes department goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.
3. January: Goal and Objective in the current Unit Plan are reviewed and updated for the first half of the fiscal year.
4. January – February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan requests with a prioritized list placed into Plan Builder under Vice President/Provost Area Plan.
5. March - April: Vice Presidents/Provost present to PBC for discussion and endorsement of the prioritized Area Plans requiring funding.
6. May: PBC submits a list of endorsed funding requests to the President for consideration.
7. July: Goal and Objective in the current Unit Plan are reviewed and the status updated for the full fiscal year.

ENROLLMENT MANAGEMENT PLAN

http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan should help to ensure the following: the achievement of enrollment targets in order to obtain the maximum resources available to the college; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January – February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.

COMPREHENSIVE MASTER PLAN

<http://www.elcamino.edu/administration/masterplan/cmplan.asp>.

The Comprehensive Master Plan contains five plans that build upon each other. The plans are titled Educational, Technology, Facilities, Staffing, and Alternative Resources. The Comprehensive Master Plan is a descriptive document that explains the current status of the college's programs, services, and resources and projects what will be needed to address student and community needs ten to twenty years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show our building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the college. The plans can also be used as back up documentation when seeking to be included in statewide bond initiatives.

Our current Comprehensive Master Plan was approved by the Board of Trustees in 2004. A new Comprehensive Master Plan is being developed for 2009 with the intent of updating the portions related to the main campus while creating new sections for the educational, technology, facilities, and staffing plans to specifically address the needs of the Compton Center.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, and managers. The program data is used in conjunction with building usage to determine space needs. Program data are used to project department technological and facilities needs throughout the college.



El Camino College Planning Definitions and Process Timelines

The Technology Plan is created by the campus Technology Committee and is derived from program information and campus-wide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. Following the staffing plan is the Alternative Resources Plan. This last plan lists potential opportunities the college could utilize in efforts to obtain state funding to assist college programs requiring funding.

All five plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the college is taking to address the needs brought forward in the plan.

Note:

A timeline for the development of the Comprehensive Master Plan has not been included as it is a unique process each time it is updated.



EL CAMINO COLLEGE
 Office of the Vice President – Academic Affairs
 November 19, 2008

The table summarizes what we discussed during VP meetings as possible areas for budget reduction or sources of funds. I also believe we should discuss the possibility of using \$1 million from the reserve.

Source of Funds

\$ Millions	Source
1.0	Fund 15
1.3	Funded Vacancies
1.7	Faculty Hourly (\$600,000) Classified Hourly (\$1.1 million)
.16	SB 1133 Settlement
.47	International Students Fees
.035	Health Fee Transfer Expenditures
.20	Capital Outlay
.20	Reduce Match Capital Construction Project
.080	Reduce Match for Instructional Equipment
\$ 5.145	Total



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
4 DECEMBER 2008

Present: F. Arce, K. Baily, K. Curry, S. Dever, I. Drew, C. Fitzsimons, D. Goldberg, T. Jackson, B. Jaffe, C. Lee, T. Lew, G. Miranda, W. Morris, B. Mulrooney, R. Murray, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, C. Vakil-Jessop, J. Wagstaff, L. Widman

Other Guests: J. Holiday, B. Spain

I. INFORMATION ITEMS

- A. Notes of 11/6/08: Approved with following correction -- Academic Senate Update: Possible amendment to delete VP-Legislature *Action* and add VP-Instructional Effectiveness.

II. DISCUSSION/ACTION

A. Online Grading:

- Fall 2008 is the last semester for grade check in Admissions.
- Beginning with the Winter 2009 session, final grades will be 100% online.
- Clarissa Ryder (Admissions) will provide support and information for online grading.
- Reinstatements will be done manually.
- Fall 2008 will be the last semester grades will be processed using bubble sheets.
- Attendance rosters will continue to be used as they may be needed for audits and grade petition. It is recommended that faculty keep records for a minimum of two years.
- B. Mulrooney will send faculty a memo (hard copy) and an email regarding the new procedures.
- Grade check will be 12/10-17/08.
- Effective 1/6/09, faculty will begin to convert delinquent (blank) grades to RD (report delayed).

Field Trips and Excursions: AP 4300 Field Trips and Excursions was distributed and reviewed. Field trips and excursions will not have to be Board approved. After the division dean reviews the request, it will be forwarded to the Vice President for final approval. It was noted that a liability form is needed on all field trips and excursions. AP and BP 4300 will move forward to the Board in February for final approval. C. Vakil-Jessop will share the forms that are provided for student organizations, activities, or excursions.

BP 4500 Academic Honesty

El Camino College is dedicated to maintaining an optimal learning environment and does not tolerate academic dishonesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a culture of academic honesty.

It is the responsibility all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

Approved by Ed. Policies 4 December 2008

AP 4500 Academic Honesty

Academic dishonesty includes but is not limited to:

1. Representing the words, ideas, or work of another as one's own in any academic exercise, including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid;
2. Copying from another student or former student or allowing another student to copy from one's work;
3. Allowing another individual to assume one's identity or assuming the identity of another individual;
4. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud;
5. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud;
6. Obtaining or copying exams or test questions by any means ;
7. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device;
8. Using aids such as notes, calculators, or electronic devices, unless this use has been specifically authorized by the instructor;
9. Handing in the same paper or other assignment in more than one class without the knowledge and permission of both instructors;
10. Falsifying or attempting to falsify any academic records;
11. Furnishing false information to the college;
12. Any other action which is not an honest reflection of a student's own academic work.

Consequences for Academic Dishonesty

When there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which cheating or plagiarism occurred. The instructor should document the evidence used to determine that cheating or plagiarism occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and the next class meeting as stipulated in BP 5500 Standards of Student Conduct Section II B 5: Removal by Instructor.
3. In any case in which an instructor removes a student from a class and/or assigns a failing grade based on academic dishonesty, the instructor should complete the Academic Dishonesty Report Form and submit it to the Division Office for distribution.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue suspension or expulsion of the student, in accordance with disciplinary procedures.
5. The student has due process rights as outlined in the student grievance policy.

Approved by Ed. Policies 4 December 2008

AP 4228 Course Repetition Due to Significant Lapse of Time

A student may be permitted to repeat a class in which the student received an A, B, C or Cr/P) if there has been a significant lapse of time since the student took the class. If there has been a lapse of 5 years or more since the student took the class, the student may petition Admissions and Records to repeat the class one time only. Division Deans may, at their discretion, approve Repetition Due to Significant Lapse of Time for periods of less than five years if the content in the particular field has changed substantially since the student took the class.

When a course is repeated due to significant lapse of time, the previous grade and credit will be disregarded in computing the student's grade point average. The new grade and credit will be used in computing the student's grade point average and the permanent academic record will be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Reference: Title 5 Sections 55043 and 58161

Approved by Ed. Policies 4 December 2008

EL CAMINO COLLEGE ADMINISTRATIVE HIRING PROCEDURES

NOTE: The following procedures are applicable to all administrative positions excluding the position of Superintendent/President.

I. Definition of Terms

- A. "VP" is vice president.
- B. "ECCFT" is El Camino College Federation of Teachers.
- C. "ECCE" is El Camino Classified Employees.
- D. "AS" is the Academic Senate.
- E. "EEO" is Equal Employment Opportunity Officer.
- F. "EER" is Equal Employment Opportunity Representative.

II. Vacancy

When a vacancy occurs or a need for a new administrative position is identified, the Justification for Filling Established Vacant or Unbudgeted Positions form must be completed and submitted to the appropriate area VP. Such requests should be accompanied by a current job description of the position. Upon Cabinet approval, the VP of Human Resources will initiate the recruitment process. If a business necessity exists for filling a management position on an interim/acting basis, an interim appointment may be made by the Superintendent/President while the regular selection process is being initiated.

III. Screening Committee

- A. Selection

The Superintendent/President or designee appoints the chair of the hiring committee. This is normally the person who directly supervises the position where the vacancy exists. The chair is responsible for convening the search committee.
- B. Composition of the screening committee shall consist of at least the following:
 1. Chair
 2. Two administrators, at least one from the same VP area
 3. Two faculty members, one appointed by the AS President and one appointed by the President of the ECCFT.
 4. For educational management positions, an additional faculty representative(s) will be added by the chair in consultation with the AS President.
 5. One classified employee appointed by the President of ECCE.
 6. One (1) non-voting EER appointed by the EEO.
 7. The composition of the committee, in consultation with the President's Cabinet, may be augmented to include additional representatives from areas directly relating

to the administrative vacancy including representatives from other academic institutions.

8. The responsibilities of the chair include, but are not limited to, the following:
 - a. Follow procedures outlined in the Administrative Hiring Procedures.
 - b. Forward to Human Resources the names of the committee members.
 - c. Work with committee members' schedules to call timely meetings and accommodate faculty teaching schedules where possible.
 - d. Review committee members' responsibilities, screening procedures, equal employment opportunity guidelines and conditions of privacy and confidentiality.
 - e. Arrange for training in screening procedures and equal employment opportunity for any committee member who has not received it recently.
 - f. Assure that the initial screening, preliminary interviews and final interview calendar are completed and forwarded to Human Resources in a timely manner.
 - g. Coordinate the committee's development of the interview questions and activities (if appropriate) and screening criteria and forward the results to Human Resources.
 - h. After candidates are selected for interviews, develop interview schedule and send follow-up confirmation letters. The chair will also update the status in iGreentree for those candidates not being interviewed so Human Resources can notify them.
 - i. Complete reference checks, coordinate with Human Resources to verify qualifications and salary placement, notify interviewees of final selection status and prepare appropriate documents for the final interview.
 - j. Upon completion of the interview process and agreement with the Superintendent/President on the selection of the candidate, the chair and/or dean will extend an offer to the selected candidate and apprise the committee and Human Resources of the outcome and reconvene the committee if necessary.
 - k. Notify interviewees not selected.
 - l. Return applicant packets with all completed forms and committee members' notes to Human Resources no later than 2 weeks after the final interviews are completed.

9. A Statement of Confidentiality and Conflict of Interest (Appendix A) will be read by either the chair or EER to the screening committee members whose names will be listed on back of the statement and placed as a record in the recruitment file. A presentation on screening and hiring practices will also be made to committee members. Screening and interviewing are confidential processes and all related actions are subject to laws and regulations of equal and fair employment. Committee members are required to maintain the highest degree of confidentiality and to remain unbiased throughout the process.

IV. Job Announcement

- A. Job announcements will:
 - 1. be developed by the area VP and Screening Committee Chair in consultation with the Office of Human Resources.
 - 2. include sufficient detail so as to clarify:
 - a. the duties and responsibilities the successful candidate will be expected to assume once he or she is employed
 - b. the minimum qualifications for the position
 - c. the knowledge, skills and abilities a successful candidate should possess
 - d. other desirable qualifications the search committee seeks to find in candidates
 - e. supplemental questions
 - f. tentative interview week(s), if possible
 - g. the interview expenses the college may pay
 - 3. be released within 20 working days after positions are approved by the Superintendent/President.

V. Application Period

- A. Announced positions should be actively advertised for a minimum of 40 days prior to the screening committee's selection of candidates to interview; however, the position may remain open until filled.
- B. During the application period, the screening committee will:
 - 1. Discuss college hiring practices regarding non-discrimination, conflict of interest, and confidentiality.
 - 2. Determine screening criteria. In addition to qualifications stated on the job announcement, screening criteria may include:
 - a. Training and/or work experience
 - b. Recency of training and/or work experience
 - c. Evidence of updating of skills
 - d. Teaching experience, where appropriate
 - e. Continued professional growth
 - 3. Identify tentative interview dates.
 - 4. Develop preliminary interview questions.
 - 5. Develop a description of the activity (if appropriate) to be requested of each interviewee.
- C. The questions and activities will be forwarded to the Vice President of Human Resources for review.
- D. Applications will be released to the screening committee following submission of the preliminary interview questions.

VI. Screening Process

- A. Screening

1. Human Resources will screen for all required materials, which include the application form, the applicable degree transcripts, and the resume. The office will also prescreen the applications for all minimum qualifications, contingent upon funding and staffing. Human Resources will notify the chair that the completed applications packets on individual applicants who meet the minimum qualifications are available for screening.
2. Prior to the committee's screening of applications, the EEO or designee will analyze the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.
3. If the EEO identifies problems with the recruitment process that result in an adverse impact, the EEO will meet with the screening committee and the Vice President of Human Resources and shall take effective steps to address them.

B. Timelines for Review of Applications

1. Human Resources will normally forward applicant pools to the EEO or designee within 7 working days of the end of the advertising period.
2. The EEO will have 5 working days to review the diversity of the applicant pool and, if approved, forward the applications to the screening committee. In the absence of the EEO, the Vice President of Human Resources will make the determination.
3. All committee members must review the applications before the meeting to select the interviewees.
4. The committee will agree as to which candidates to interview and schedule interviews (according to the job announcement) in a timely manner not to exceed 1 month after the applications become available for review.
5. The chair or representative will contact the candidates to be interviewed. Inquiry shall be made to determine if the candidate requires accommodations related to a disability. If necessary, consultation regarding accommodation arrangements may be made with the Special Resource Center. Examples of accommodations may include wheelchair access, American Sign Language interpreter, access technology, or materials in an alternate print format.

C. Evaluation of Candidates

1. Screening committee members must be present for all interviews to participate in the committee decision.
2. Committee members will document the screening/interview/evaluation process as specified by Human Resources.
3. Evaluation of the candidates may be based on:
 - a. knowledge of subject area
 - b. communication ability (written and verbal as applicable)
 - c. ability to work effectively with people of widely diverse cultural and linguistic backgrounds
 - d. sensitivity to individuals who come from diverse academic, socioeconomic, national and ethnic backgrounds, including those with disabilities
 - e. experience
 - f. ability and willingness to contribute to the college community

4. The screening committee will select candidates to be sent to the final selection committee. If fewer than 3 acceptable candidates are identified, justification must be provided by the screening committee. The screening committee, at its option, may rank the candidates.
5. Reference checks will be done by the chair prior to the final interview. The following information will be submitted to the Superintendent/President and Vice President forty-eight(48) hours before the final interview is scheduled:
 - a Job specification for the position
 - b List of questions asked during the initial interview process and any other written materials associated with that process.
 - c Names of participants in pre-screening interview and names of participants for the finals.
 - d Entire applicant file for each applicant scheduled for interview.
 - e Written summary of the ethnic and gender diversity of the applicant pool, applicant pool identified for interview, and candidate pool selected for final.
 - f Summary of current full-time faculty or staff, whichever is applicable to the vacant position in the area by gender and ethnicity.
 - g Documentation that summarizes reference check feedback and any other relevant personnel information.

VII. Final Selection Process

A. Composition of Final Selection Committee

1. Superintendent/President
2. 1 or 2 vice presidents
3. Chair of the Screening Committee.
4. One member from the screening committee, selected by the screening committee
5. If the position is an educational manager, 1 faculty member from the screening committee
6. 1 equal employment opportunity representative

B. Selection of Final Candidate(s)

1. During an open and collaborative assessment of each candidate, the screening committee's ranking of the candidates will be reviewed.
2. Following this assessment, each committee member will rank the candidates. In the event the Superintendent/President does not support the majority, further discussion will occur.
3. Following adequate discussion, the Superintendent/President will select the candidate(s) to recommend to the Board of Trustees.
4. In the event no selection is made, a meeting will be held between the Superintendent/President or designee and the screening committee to inform them of the results and to discuss the alternatives.

VIII. Equal Employment Opportunity

- A. The procedures detailed in this document include steps required for compliance with the District's Equal Employment Opportunity Plan.
- B. Responsibilities (not included above) of the EEO as they pertain to the faculty hiring procedures are:
 - 1. To serve as a resource regarding legal aspects to the EERs and the screening committees.
 - 2. To validate that each member of the screening committee has completed the specified in-service training in compliance with the District's Equal Employment Opportunity Plan.
 - 3. To review and validate the hiring process with the EER.
 - 4. To certify the applicant pool.
- C. The responsibilities (not included above) of the EER are:
 - 1. To monitor the process, record, and take notes.
 - 2. To serve as a resource to the screening committee regarding appropriate methods of screening and interviewing.
 - 3. To advise the screening committee of inconsistencies or inappropriate screening or interviewing activities.
 - 4. To consult with the EEO regarding unresolved problems relating to potential violations.
- D. In the event the EEO determines that there is a violation of equal employment opportunity procedures in the screening or interview process:
 - 1. The EEO will meet with the appropriate VP and in writing notify the committee members of the violation and that the process will be temporarily stopped.
 - 2. Within 5 working days a meeting will be held to review the alleged violation.
 - 3. The Superintendent/President, with the recommendation of the EEO, will make the final determination regarding the continuation, revision, or termination of the process.
 - 4. Explanation for terminating or altering the process will be given to the committee members.
- E. If any committee member feels that the process has been compromised, he/she should report the concern to either the Vice President of Human Resources or the Director of Staff and Student Diversity.
- F. The Superintendent/President, may temporarily suspend the hiring process. Immediately upon suspension of the process a joint committee of the AS, the Federation, and the administration will be formed to review any allegations and make a recommendation to the Superintendent/ President. The Superintendent/President, with the recommendation of the committee, will make the final determination regarding the continuation, revision, or termination of the process. Explanation for terminating or altering the process will be given to the screening committee.

Board Policy 3050

Institutional Code of Ethics

The District shall adopt an institutional code of ethics, which shall be reviewed by the College Council on a regular basis.

Reference: Accreditation Standard III.A.1.d

Board Approved:
Administrative Procedure: 3050

AP 3050 INSTITUTIONAL CODE OF ETHICS

El Camino College strives to create an environment that fosters ethical behavior. Our highest value is placed on our students and their education goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the college's stability, its source of strength, and its driving force.

While members of ECC differ in age, gender, race, ethnicity, religion, sexual orientation, political persuasion, and many personal values, we agree on the following:

Respect for persons: Recognize that we are distinctive individuals with our own goals, beliefs, feelings, values and relationships, and that these have a vital place in one's sense of dignity and autonomy. Protect the privacy of individuals. Value the diversity of thought which strengthens the institution.

Excellence in education: Create a student-centered environment for teaching and learning, which emphasizes a respect for the institution and for the values of education and learning. Encourage the belief that access to education is a right and learning at the college level is a privilege and a responsibility. Promote a nurturing environment that supports culturally enriched opportunities for the professional and personal growth of students, faculty and staff.

Collegiality and individual responsibility: With respect for the individual, we also value collegiality, learning and decision-making in the spirit of collaboration with the ultimate goal of institutional unity. All members of the college community facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.

Integrity: Be sincere and seek truth and reliability in all communications. Interact with consideration for others in the college community and the community-at-large. Honorably reflect the District in all professional interactions and adhere to Board Policy in all contacts related to professional activities.

Freedom: Members of the El Camino College community have the right to academic and artistic expression, which include investigating and describing their values and beliefs, exploring and discussing controversial points of view and advocating what they believe is in the best interest of the college. Students, in particular, have a right to be free from indoctrination and communication that fail to respect the autonomy of the student.

Do no harm: Avoid actions and policies that cause unnecessary harm to the college community. The College is committed to promoting increased individual self worth, dignity and safety. All members of the college community have the right to learn and work in a safe environment free of discrimination.

Violations of the Code will be addressed through due process and subject to disciplinary action as specified in the employee bargaining agreements and board policy.

**The Code of Ethics Committee would like to acknowledge that it borrowed ideas from the Feather River College policy and meshed it with our own.

DRAFT



EL CAMINO COLLEGE
Academic Affairs

ECC Guidelines for Completion of Program Review 2008-2009

I General Information--Overview

- A) Program Review (PR) is a self-study process to...**
1. recognize and acknowledge program/department performance
 2. assist in program/department improvement through self-reflection
 3. provide recommendations
- B) The Program Review (PR) format:**
1. helps programs/departments justify the need for the college's resources through qualitative and quantitative data and analysis
 2. provides faculty the opportunity to write about the strengths and weaknesses of their programs/departments
- C) The Timeline:**
1. A PR will be submitted every *five years*
 2. An annual PR update will be submitted in the spring semester.
 3. Annual updates enable faculty to:
 - a) identify new resource needs and recommendations (e.g. faculty positions, space, equipment, etc...).
 - b) provide the status of current year's goals and assessments
 - c) provide any additional information not included in the most recent PR

II Program Review Timeline

1. At the fall semester PR Orientation Meeting:
 - a) All PR packets are distributed to faculty working on the assessment.
 - b) Packets include Institutional Research (IR) data to help in the analysis of the *specific* department/program. Data provided both in hard-copy and electronic access.
 - c) Faculty have *option* to design and conduct surveys with assistance from IR.
2. Drafts, submitted to Academic Affairs, due at the end of fall semester
3. Responses from the PR Committee or Designee will be provided by beginning of spring semester
4. Final drafts due by April
5. Faculty members and deans meet with PR committee to discuss document
6. Full or conditional approval given. Revisions might be needed.
7. Approved PRs will be posted on the web.
8. Faculty and dean ensure:
 - a) PR prioritized recommendations placed into the college's planning software (Plan Builder).

III Program Review Step-by-Step Content

1 Overview of your Program/Department

Include:

- a) A complete description of the program/department
- b) Information on degrees/certificates offered (where applicable)
- c) Status of previous recommendations

2 Analysis of Institutional Research Data

Include:

- a) Course grade distribution; success and retention rates
- b) Enrollment statistics with section and seat counts; fill rates
- c) Improvement rates (where applicable)
- d) Recommendations (where applicable)

3 Curriculum--Course, Content, and Articulation

List:

- a) Courses not reviewed in the last 5 years
- b) Timeline for submission of out-of-compliance courses to the College Curriculum Committee for updating and review
- c) Course additions to current course offerings with explanations
- d) Course deletions from current course offerings with explanations
- e) Concerns and explanations regarding department/program's courses and their articulation
- f) Recommendations (where applicable)

4 Student Learning Outcomes (SLOs)

List:

- a) SLOs for each course in the discipline
- b) Courses with assessments
- c) Description of changes resulting from assessment of the courses
- d) Program certificate and degree SLOs and manner of assessment
- e) Results of the assessment
- f) Program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement—Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC) Rubric for Student Learning Outcomes (copy will be provided at annual PR orientation meeting)
- g) Recommendations (where applicable)

5 Facilities, Equipment, and Technology

List:

- a) Facilities, equipment, and technology used by the program/department
- b) Adequacy and currency of these facilities, equipment, and technology
- c) Immediate needs of facilities, equipment, and technology
- d) Long-range needs in these areas

WORKING DRAFT

6 Staffing

Examine:

- a) Current staffing
- b) Program/department's current needs
- c) Program/department's future needs
- d) Recommendations (where applicable)

7 Planning

List:

- a) Internal and external changes or trends impacting program in the next five years
- b) Direction of program in five years
- c) Goals and objectives of program related to district's mission and college's strategic initiatives Information is found at the following site:
http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

8 Conclusion and Summary

List:

- a) Prioritized recommendations and needs of your program/department.
- b) Provide *estimates* of any probable expenditures or purchasing needs.
- c) Questions to guide you in this process and the format of the PR, for example:
 1. Where is the program/department now? Mention the status of your previous recommendations.
 2. Where does the program/department want to be in 5 years?
 3. What does the program/department need to do to get there?
 4. How will you validate (or account for) the program/department's progress?
 5. Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the college's planning software.



EL CAMINO COLLEGE
Academic Affairs

ECC Guidelines for Completion of Program Review 2008-2009

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List:

- a) SLOs for each course in the discipline
- b) Courses with assessments
- c) Description of changes resulting from assessment of the courses
- d) Program certificate and degree SLOs and manner of assessment
- e) Results of the assessment
- f) Program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement—Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC) Rubric for Student Learning Outcomes (copy will be provided at annual PR orientation meeting)
- g) Recommendations (where applicable)

5 Facilities, Equipment, and Technology

List:

- a) Facilities, equipment, and technology used by the program/department
- b) Adequacy and currency of these facilities, equipment, and technology
- c) Immediate needs of facilities, equipment, and technology
- d) Long-range needs in these areas

WORKING DRAFT

6 Staffing

Examine:

- a) Current staffing
- b) Program/department's current needs
- c) Program/department's future needs
- d) Recommendations (where applicable)

7 Planning

List:

- a) Internal and external changes or trends impacting program in the next five years
- b) Direction of program in five years
- c) Goals and objectives of program related to district's mission and college's strategic initiatives Information is found at the following site:
http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

8 Conclusion and Summary

List:

- a) Prioritized recommendations and needs of your program/department.
- b) Provide *estimates* of any probable expenditures or purchasing needs.
- c) Questions to guide you in this process and the format of the PR, for example:
 1. Where is the program/department now? Mention the status of your previous recommendations.
 2. Where does the program/department want to be in 5 years?
 3. What does the program/department need to do to get there?
 4. How will you validate (or account for) the program/department's progress?
 5. Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the college's planning software.

President's Update – February 2009

The Update is intended to inform local senates of significant issues. Comments may be sent to the Academic Senate at info@asccc.org.

Please copy and distribute this Update to all faculty! Share it with full- and part-time faculty, as well as with your administration and board.

The Budget

The signing of a state budget is the big news of the month. It signals the continuing dysfunctionality of our state budgeting process and, ironically, the earliest that the state has ever had an approved budget. The recently signed budget covers the remainder of the 2008-2009 year and also the 2009-2010 year. I'm sure that you are getting reports from multiple sources, so I'm only going to highlight a few points. More news will continue to emerge as the repercussions of the new state budget (as well as the federal stimulus package) are figured out.

In a nutshell, the budget for the community colleges remains flat through June 2010. There is no COLA for 2009-2010, and the COLA for 2008-2009, meager as it was, has been eliminated. While the community colleges fared better than many other governmental entities, this loss of COLA represents a cut of over \$300 million dollars. This fact was impressed on legislators, which partly accounts for the lack of additional cuts to the system. Categoricals (and essentially everything else) have been maintained at current levels with no mid-year cut - and for the moment, the proposal for categorical flexibility has been shelved.

However, don't think you can relax. While there is a budget in place for 2009-2010, there will undoubtedly be changes made in the May Revise after tax revenue numbers come in from income tax filings. In addition, a lot of the current budget is underpinned by changes now to be put before the voters in June. If these changes are voted down, the budget collapses again. Colleges are also not out of the woods with regards to cash flow problems. The deferrals incorporated into the budget will delay payments to the colleges for many months. Furthermore, while the adoption of a budget allows the state to once again sell bonds to fund construction projects throughout the state, buyers for those bonds are still in short supply, so it will be a while before colleges receive promised construction funds.

You recently received an email from me about the Sacramento Rally in March, and I encourage you once more to provide what support you can to this effort. Funding remains a serious problem for our system (see my Accreditation update below for another aspect of this problem), and all segments of public education need to voice their concerns to legislators and the Governor. The March in March: Rescue Education is March 16, 2009, in Sacramento. While the webpage is still under development, the best place to get more information is at iwillmarch.com.

College Affordability

While the recently signed state budget and federal stimulus package are still under dissection for their effects on community colleges, there are several positive achievements regarding college affordability for our students. First, there is no fee increase slated through 2010. Second,

although threatened, the Governor did not veto funding for the competitive CalGrant. Third, the maximum for the PELL Grant will increase an additional \$500 beginning this fall.

With these increases in financial aid, it is imperative that we share information about financial aid opportunities with our students.

Some of you may know of the California Public Information Research Group (CALPIRG). The student arm of CALPIRG was central to recent federal testimony about the rising costs of textbooks, and college affordability remains one of its top priorities. This year, CALPIRG is focusing on getting the word out about financial aid, and CALPIRG would like to enlist your help to make this possible.

The centerpiece of this effort is to simply get more students to apply for financial aid. More financial aid can buy back some of the hours that most students have to work to support themselves and their families. We all know that too many work hours can hinder student progress and ultimately the ability to achieve an educational goal.

This semester, as part of its Getting to Graduation Campaign (www.calpirgstudents.org), CALPIRG is collaborating with financial aid offices at colleges around the state to help increase student awareness of state and federal aid programs. It will be conducting a survey to further document student participation in financial aid programs and will be doing direct outreach to encourage application for financial aid. CALPIRG would like to make a short presentation at the start of class to as many classes as possible to further this goal. One of its campus organizers may contact you to ask permission for a student to make a five-minute class announcement to your students about this issue - and I hope that you will consider granting this request. For more information about the Getting to Graduation Campaign, you can contact Saffron Zomer, Program Director of CALPIRG Campus Chapters, at 617.309.8823 or saffron@calpirgstudents.org.

Full-time Faculty Job Listings

In spite of the financial difficulties facing our institutions, many colleges are still hiring in light of retirements and growth in student enrollments. I would like to remind you, and encourage you to share with your Human Resources Director and those involved in posting jobs on your campus, that all full-time faculty positions are required under Title 5 to be advertised on the CCC+ Job Registry (www.ccregistry.org). Aside from the regulatory requirement to post full-time jobs, the Registry can be a key element of your recruitment for full-time faculty, bringing your job listing to the attention of a wider pool of potential applicants.

Minimum Qualifications and Oversight of Language Labs

In review of Title 5 regulation regarding hours to-be-arranged, a thorny issue has emerged. Current regulation requires that faculty who oversee students working in a lab under hours to-be-arranged meet the minimum qualifications for the students' course. An informal poll of colleges reveals that all of them are violating current regulation with respect to language labs. The typical situation is this - teachers of languages share the responsibility for oversight of the language lab. However, students are not required to attend the lab at a specific time. As a result, an instructor

of French may be overseeing students who are engaged in lab programs in Japanese, Spanish, and Arabic.

The System Advisory Committee on Curriculum (SACC) is engaged in addressing this issue. One possible solution is to make a change to Title 5 to permit oversight of language labs by any faculty who has minimum qualifications to teach a foreign language or perhaps any language (including English). SACC is eager to get input from the field on such a possible change and to find out more about how language labs are organized at the colleges. Please share this issue with your language faculty and provide input directly to the Chair of SACC, Michelle Pilati, at mpilati@riohondo.edu.

Accreditation Update

It isn't quite like the Academy Awards, whether you think of the opening of envelopes or the recently leaked and perhaps bogus winners list for this year's awards, but there was a definite tension for an entire week as colleges received their letters from the Accrediting Commission and shared with the Academic Senate the results of their latest self-study, progress report, and visit. And unlike the Olympics, the final tallies are disturbing rather than marks of achievement. Seven colleges have newly been put on warning (one from probation, one from just having been reaffirmed), two colleges on probation (one from warning), and two colleges on show cause. There has not been a college on show cause since Compton, and the severity of this sanction cannot be understated. At this point, Solano and Diablo Valley need to "show cause" as to why the Commission should NOT remove their accreditation.

A colleague reported that her administrators returned from a Commission pre-accreditation visit meeting "trembling in their boots." Indeed, the Commission has acquired teeth in its actions thanks to the enforcement of the federal two-year requirement that colleges address any deficiencies in two-years or else lose their accreditation. Two years is not a long time, and in the last 18 months, 30 community colleges have been on or received sanctions and only eight have been taken off sanction. This means that as of today 20% of all California community colleges are on sanction, and this does not include Compton.

Frustration and even anger with this threat to college viability is growing. Even though many in the system acknowledge that the sanctions are justified and long overdue, colleges are often at a loss as to how best to address their recommendations. I would argue that our chronic underfunding is a major factor, and that this increase in sanctions reflects our growing inability to meet accreditation standards with existing resources. However, other things are also in play. For our part, poorly developed and implemented program review processes hinder any honest assessment of how programs and the institution are doing. Governance issues often hinder an honest reappraisal of program review processes. And difficult negotiations at many institutions have stalled efforts on all fronts. On the part of the Accrediting Commission, trainings of team members continue to be a significant weakness. As a result, recommendations emerge that are not consistent with stated Commission positions, confusing institutions. There is also a lack of faculty on visiting teams, partly due to the cumbersome necessity of being nominated by a college president. The lack of faculty on visiting teams removes a vital perspective to any

institutional review. Finally, I would also argue that the Commission is falling short in its support of the Academic Senate in its efforts to serve as a resource to colleges.

In March, I will be discussing with my Executive Committee how best to communicate with the Commission this frustration and suggest ways to improve support for our colleges. I will work with other groups as well - our union colleagues, administrators, staff, and students - to craft a unified message to take forward.

Vocational Faculty Leadership Institute

It has come to our attention that several colleges and districts have imposed travel restrictions regardless of where the funds for travel are coming from. The Vocational Faculty Leadership Institute, an Academic Senate sponsored event to inform and inspire leadership among our occupational education faculty, is underwritten by a Chancellor's Office grant. As a result, faculty are supported for their participation, including travel, lodging, meals, and registration. In this time of severely limited resources for faculty professional development, it would be a shame and illogical to impose travel restrictions on participation in this conference. I urge you to share information about the institute with your occupational education faculty and to talk with your college president/district chancellor about allowing faculty participation in this event. The Institute takes place at the Sheraton Universal City from March 12-14, 2009. More information is available at the Academic Senate website (www.asccc.org).

Everything Old is New Again

We've been struggling over the last five years to follow the desire of our System Chancellors and refer to our state agency as the System Office rather than the Chancellor's Office. Many of us have continued to fail in this regard, and we have been saved. Chancellor Jack Scott has communicated that he wishes to return to the previously used moniker, so once again our office in Sacramento will be referred to as the Chancellor's Office.

In Closing

I look forward to seeing you at upcoming Basic Skills Initiative workshops, at the Vocational Faculty Leadership Institute, at Area Meetings, and of course at our Spring Plenary Session at the SFO Westin on April 16-18, 2009. In spite of the challenges that we face, we carry on.

Mark Wade Lieu
President, Academic Senate for California Community Colleges



El Camino College
Student Development Office
Notice of Readmittance to Class

PLEASE READMIT THIS STUDENT TO CLASS

Instructor: _____

Date: _____

Student Name: _____

ID#: _____

Course: _____

Section: _____

The above named student has met with me and is cleared to return to class.

Thank you for your assistance in this matter.

Signature: _____

Director of Student Development



El Camino College
Student Development Office

Notice of Restriction from Campus Activity/Athletics

Adviser/Coach: _____

Date: _____

Student Name: _____

ID#: _____

Activity/Sport: _____

of Days/Games: _____

ADVISER/COACH: DO NOT PERMIT THE ABOVE NAMED STUDENT TO ATTEND THE LISTED CAMPUS ACTIVITY AND/OR ATHLETIC EVENT FOR THE NUMBER OF DAYS/GAMES NOTED ABOVE. PLEASE FILL-IN THE DATE(S) OF RESTRICTION YOU HAVE SELECTED. RETAIN THE WHITE COPY OF THIS FORM FOR YOUR RECORDS .

DATE(S) OF RESTRICTION: _____

- Please give the student the yellow copy of this form indicating the date(s) of the restriction.
- Return the pink copy of this form to the Student Development Office via campus mail.

If this student is no longer participating, please indicate the last date of participation, sign and return this form to the Student Development Office immediately. Thank you.

(CHECK ONE)

Date Last Participated: _____

Never Participated

ADVISER/COACH Signature: _____

White - Adviser/Coach retains for his/her records

Yellow - Issue to student

Pink - Return to Student Development Office

Rev. 9/08



El Camino College
Student Development Office
Notice of Restriction from Class

Instructor: _____

Date: _____

Student Name: _____

ID#: _____

Course: _____

Section: _____

Please ask the above named student to present the yellow copy of this notice to the office of the Director of Student Development in the Student Activities Center, room 160 **immediately**.

INSTRUCTOR: PLEASE RETAIN THE WHITE COPY OF THIS FORM AND DO NOT PERMIT THIS STUDENT TO ATTEND CLASS UNTIL THE STUDENT PRESENTS YOU WITH AN OFFICIAL CLEARANCE BY “NOTICE OF READMITTANCE TO CLASS” FORM.

If this student is no longer attending, please indicate the last date of attendance, sign and return this form to the Student Development Office immediately. Thank you.

(CHECK ONE)

- Date Last Attended: _____
- Never Attended

Instructor Signature: _____

White - Instructor retains until student presents clearance Yellow - Issue to student Pink - Student File

Rev. 11/07



EL CAMINO COLLEGE

Guidelines for Addressing Disruptive Student Behavior

(In accordance with Board Policy 5138 - Standards of Student Conduct)

What is Disruptive Behavior?

Disruptive behavior includes behavior that interferes with the legitimate instructional, administrative, or service functions of the college. However, should any behavior threaten the personal safety of any student, faculty member, staff, or administrator, or be displayed with such emotional intensity that it causes fear or concern in others, at that point such behavior is classified as a **CRISIS** and will necessitate a call to the Campus Police Department (310) 660-3100.

Preventing Disruptive Behavior in the Educational Setting

Identify and address the **disruptive behavior**. Do not be confused with the student's right to express his/her differing opinions.

It is recommended that the faculty member define the standards of conduct on the course syllabus. Thoroughly review with students the behavioral expectations for the class at the beginning of the semester.

Examples of unacceptable occurrences in educational settings may include the following:

1. Cheating, plagiarism
2. Conduct that jeopardizes health and safety
3. Tardiness
4. Profanity
5. Pornography
6. Children or pets in class
7. Private conversations or inappropriate displays of affection
8. Uncooperativeness
9. Continually leaving one's seat
10. Eating and drinking
11. Reading unrelated materials
12. Use of all unauthorized electronic devices such as personal CD players, phones, beepers, palm pilots, ipods & MP3 players
13. Soliciting of funds and/or signatures

For the complete range of disruptive behavior covered by college standards of conduct, review Board Policy 5138, *Standards of Student Conduct*, and Board Policy 6131.2, *El Camino College Student Rights and Responsibilities* found at the end of this packet.

(In accordance with Board Policy 5138 – Standards of Student Conduct)

Recommended Actions for Faculty, Staff, or Administrator

1. Ask the student to discontinue the disruptive behavior.
2. If behavior continues, faculty member/staff/administrator issues verbal warning **and** completes **Disciplinary Form A** – Written Warning Violation of Standards of Student Conduct.
3. In the event the behavior continues, you may remove the student from the class/lab/library for that class period and for the following class/lab/library period. **Disciplinary Form B** – Notice of Student Suspension from Class/Lab/Library should be filled out upon removal of the student from class.
 - a. The faculty member should meet with the student and may consult with their dean regarding additional action.
 - b. In serious cases, the faculty member may refer the student to the Director of Student Development to discuss the inappropriate behavior.
 - c. Use your professional judgment to determine which of the above actions is most appropriate for disruptive behavior. You may also remove a student upon the first disruption, depending on the severity of the behavior.
 - d. When in doubt, contact your dean or the Director of Student Development at (310) 660-3501 or 3504.
 - e. **Do not hesitate to call Campus Police** to remove a student if the student threatens or exhibits violent behavior and notify the Director of Student Development of the incident at the earliest possible time.

For more information, contact your dean or the Director of Student Development.

The Campus Police Department is available for consultation and support.

IN CASE OF AN EMERGENCY:

From on-campus extensions dial: “9-911” for “3100” for police, fire or EMS services

From pay phones dial: “911”

From your cellular phone dial: (310) 660-3100

El Camino College
Guidelines for Addressing Disruptive Student Behavior
(In accordance with Board Policy 5138 – Standards of Student Conduct)

Recommended Faculty Procedure to Handle Student Misconduct

FIRST INCIDENT.....Faculty member/staff/administrator asks the student to stop the disruptive behavior.

SECOND INCIDENT.....Faculty member/staff/administrator issues verbal AND written warning (Disciplinary Form A) to student.

THIRD INCIDENTFaculty member/staff/administrator removes student from educational setting (class, lab, library) for the remainder of the session and at the employee’s discretion, the following session.

Disciplinary Form B (Notice of Student Suspension) is filled out and a copy is given to the student. Immediately after the student is removed from class, a copy of Form B with a written description of the incidents of disruptive behavior and reasons for student removal are submitted to the dean and the Director of Student Development. Consultation with the student, faculty member and, if necessary, the dean should occur before the student returns to class.

In serious incidents of misconduct, the student can be referred to the Director of Student Development for consultation before he/she may return to class.

FOURTH INCIDENT.....Student removed again on day of offense and the following session. Form B is again issued to student. Faculty member should consult with dean and the Director of Student Development to determine if the student should be allowed to return to class.

Mandatory meeting between the student and dean and/or Director of Student Development.

DEPENDING ON THE SEVERITY OF MISCONDUCT, YOU MAY REMOVE A STUDENT AT ANY POINT.

In cases of Academic Dishonesty, including cheating and plagiarism, Disciplinary Form C (Academic Dishonesty Report Form) should be filled out in addition to Disciplinary Form A.



EL CAMINO COLLEGE WRITTEN WARNING

Violation of Standards of Student Conduct

(Board Policy 5138 – Standards of Student Conduct)

Name of Student _____ (Please print)

Student ID Number _____ (Please print)

Name of Faculty Member/Staff/Administrator: _____

Class _____ Section number _____ Date _____

Please mark the appropriate provision(s) for which the student is in violation:

- _____ 1. Obstruction or disruption of teaching (or other authorized college activities). Obstruction or disruption includes, but is not limited to, tardiness, use of electronic devices during class (i.e., cell phones, pagers, CD players, ipods), or disrespectful or inappropriate classroom behavior.
- _____ 2. Continued disruptive behavior, continued willful disobedience, profanity or vulgarity, or continued defiance of the authority of, or abuse of, college personnel or anyone on campus, or failure to comply with the directions of a member of the college personnel (faculty, administrators, supervisors, staff, or campus police).
- _____ 3. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. **(Sexual harassment must also be reported to the Director of Staff and Student Diversity immediately.)**
- _____ 4. Dishonesty, including but not limited to, cheating, plagiarism or knowingly furnishing false information.*
- _____ 5. Unauthorized entry to or use of college facilities, equipment or supplies, or failure to use facilities, equipment, or campus resources in a responsible manner.
- _____ 6. Other: _____

Comments: _____

If a student violates the Standards of Student Conduct again following receipt of the written warning, the student may be suspended from class for at least one class session (see Board Policy 5138). Disciplinary Form B should be used to notify the student of such action.

Signature of Faculty Member/Staff/Administrator: _____

Signature of Student: _____

A copy of this completed form MUST be given to the student. The faculty member/staff/administrator will route copies of this form as listed below.

Questions regarding use of this form should be discussed with the Director of Student Development.

***Note to Instructors:** For incidents of Academic Dishonesty, please also fill out Disciplinary Form C.



EL CAMINO COLLEGE STUDENT SUSPENSION Notice of Student Suspension from Class/Lab/Library (Board Policy 5138 - Standards of Student Conduct)

Name of Student _____ (Please print)

Student ID Number _____ (Please print)

Name of Faculty Member/Staff/Administrator: _____

Division _____ Class _____ Section number _____

Class Day(s)/Time _____ Today's Date _____

Date(s) of Suspension: 1 day _____ 2 days _____ & _____

Cause of Suspension: _____

- Please make an appointment to see your instructor prior to returning to class to discuss what led to this suspension.

Office Hours: _____

Telephone number: _____

- Please make an appointment to see the Director of Student Development (310-660-3501) regarding this suspension prior to returning to class, lab or library.

Signature of Faculty Member/Staff/Administrator: _____

A copy of this completed form MUST be given to the student. The faculty member/staff/administrator will route copies of this form as listed below.

Questions regarding student discipline and use of this form should be discussed with the Director of Student Development.



EL CAMINO COLLEGE Academic Dishonesty Report Form

(Board Policy 5138 - Standards of Student Conduct)

Name of Student _____ (Please print)

Student ID Number _____ (Please print)

Name of Faculty Member/Staff/Administrator: _____

Division _____ Class _____ Section number _____

Class Day(s)/Time _____ Today's Date _____

Date of Incident: _____

Description of Incident: _____

(Please attach additional information and/or documentation)

Action Taken:

- _____ 1. Assigned failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred.
- _____ 2. Dismissed student from class/activity for _____ class session(s) at time of alleged violation. (**Disciplinary Form B should be used to notify student of such action.**)
- _____ 3. Dismissed student from class/activity for _____ class session(s) following alleged violation. (**Disciplinary Form B should be used to notify student of such action.**)

Further Action Recommended to the Division Dean and/or Director of Student Development:

- _____ 1. Suspension from class for the remainder of the semester.
- _____ 2. Other (please specify): _____

Signature of Faculty Member/Staff/Administrator: _____

Questions regarding student discipline and use of this form should be discussed with the Director of Student Development. The faculty member/staff/administrator will route copies of this form as listed below.

DISCIPLINARY FORM C

**EL CAMINO COLLEGE
CLARIFICATION & PROCEDURES TO DOCUMENT AND HANDLE
CLASSROOM CHEATING & PLAGIARISM**

The El Camino College faculty, staff and administrators are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty. In order to uphold the academic integrity of the institution, all members of the academic community, faculty and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. The following statement is part of Board Policy 5158, Standards of Student Conduct:

Cheating violates Section IB1 of El Camino College's Board Policy 5138, Standards of Student Conduct... "Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to the College." When there is evidence of cheating or plagiarism in classroom work, students may receive an F for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.

Examples of Cheating or Plagiarism

- Representing the words, ideas or work of another as one's own in any academic exercise (plagiarism), including the use of commercial term paper companies.
- Copying or allowing another student to copy from one's paper or answer sheet during an examination.
- Allowing another individual to assume one's identity for the purpose of enhancing one's grade in any of the following: testing, field trips, or attendance.
- Falsifying or attempting to falsify attendance records and/or grade rosters.
- Changing answers on a previously scored test, assignment or experiment with the intent to defraud.
- Inventing data for the purpose of completing a laboratory experiment or case study analysis with the intent to defraud.
- Giving and/or taking information during an examination by any means such as sign language, hand signals, secret codes or electronic devices.
- Obtaining copies of notes, exams or exam questions by any means other than distribution from the instructor. This includes copying and removing exam questions from the classroom for any purpose.
- Using study aids such as calculators, tape recorders, notes or other electronic devices that have been specifically prohibited by the instructor.

Responsibility of El Camino College Students

It is the responsibility of each student to conduct him/herself in a manner which encourages learning and promotes honesty, and to act with fairness toward other students in the classroom. This incorporates the notion that students should not seek an unfair advantage over other students when completing an assignment, taking an examination or engaging in any other kind of academic activity.

Consequences for Cheating or Plagiarism

Given an alleged violation of the Standards of Conduct, any or all of the following actions may be imposed:

1. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred. This action is based on information that the instructor has.
2. The instructor may dismiss the student from the class or activity for the present and/or following class session(s) as stipulated in BP 5138, Section II B 5: Removal by Instructor
3. The instructor may recommend suspension or expulsion of the student from the College as stipulated in BP 5138, Section II B 6 and 8. This recommendation must be in accordance with El Camino College's Due Process and Disciplinary Procedures.
4. Complete Disciplinary Form C – Academic Dishonesty Report Form (reverse side) and submit it to your Division Office for distribution.

Questions regarding student disciplinary action should be discussed with the Director of Student Development.

Comparison of Accreditation Sanctions across Commissions 2003-2008

This document summarizes all of the formal sanctions—including “warning,” “probation,” “show cause,” and “termination of accreditation”—that the six national accrediting commissions have given colleges over the past five years. As indicated below, the ACCJC has sanctioned 41 of the 110 California community colleges during this period. By contrast, the other five commissions have issued sanctions to only 15 out of a total of 756 colleges within their jurisdiction.

Middle States Assoc. of Colleges and Schools (MSA) – The Commission on Higher Ed. (CHE)

Jurisdiction: New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, Puerto Rico, and the US Virgin Islands (also schools attended by American children in Europe, North Africa and the Middle East)

Community Colleges Served = 95

History of CC Sanctions 2003-8: *6 Sanctions out of 95 colleges = 6%*

- 2005 – Warning
 - Community College of Allegheny County
- 2006 –Warning
 - Atlantic Cape Community College
 - Fulton-Montgomery Community College
- 2008 –Warning
 - Adirondack Community College
 - Hudson County Community College
 - Westmoreland County Community College

New England Assoc. of Schools and Colleges (NEAS&C) – The Com. of Institutes of Higher Ed. (CIHE)

Jurisdiction: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Community Colleges Served = 64

History of CC Sanctions 2003-8: *0 Sanctions out of 64 colleges = 0%*

North Central Assoc. of Colleges and Schools (NCA) – The Higher Learning Com. (HLC)

Jurisdiction: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia and Wyoming

Community Colleges Served = 243

History of CC Sanctions 2003-8: *2 Sanctions out of 243 colleges = 0.8%*

- 2002-2003 –Closed
 - Mount Senario College
- 2008 –Probation
 - Nebraska Indian Community College

Northwest Commission on Colleges and Universities (NWCCU)

Jurisdiction: Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington

Community Colleges Served = 56

History of CC Sanctions 2003-8: *0 Sanctions out of 56 colleges = 0%*

Southern Assoc. of Colleges and Schools (SACS) – The Southern Assoc. of Colleges and Schools Commission on Colleges (SACS-COC)

Jurisdiction: Virginia, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Alabama, Tennessee and Texas

Community Colleges Served = 298

History of CC Sanctions 2003-8: *7 Sanctions out of 298 colleges = 2%*

- 2003 –Warning
 - Eastfield College
- 2007 – Warning
 - Texas State Technical College Marshall
- 2008 –Warning
 - South Georgia College
 - Hinds Community College
 - South Georgia College
 - Eastfield College
- 2008 –Probation
 - Louisburg College

Western Association of Schools and Colleges (WASC) – Accrediting Commission for Community and Junior Colleges (ACCJC)

Jurisdiction: California, Hawaii, Guam, American Samoa, Micronesia, Palau, and Northern Marianas Islands

Community Colleges Served = 174

California Community Colleges Served = 110

History of CC Sanctions 2003-8: *117 sanctions given to 174 colleges*

41 Individual CA Public community colleges sanctioned out of 110 = 37%

- 2003 –Warning
 - American Samoa Community College
 - Kauai Community College
 - Merritt College
- 2003-Probation
 - College of the Marshall Islands

- 2004 –Warning
- Kauai Community College
 - Merritt College
 - Leeward College
 - Northern Marianas College
- 2004-Probation
- College of the Marshall Islands
- 2004-Show Cause
- College of the Marshall Islands
 - D-Q University
- 2005 –Warning
- College of Alameda
 - Honolulu Community College
 - Laney College
 - Merritt College
 - Vista College
 - Kauai Community College
 - Leeward Community College
 - Kapi'olani Community College
 - Maui Community College
 - Windward Community College
 - College of Micronesia-FSM
 - College of Marin
 - Evergreen Valley College
 - San Jose City College
 - West Hills College Coalinga
 - Hawaii Community College
- 2005-Probation
- Brooks College
- 2005-Show Cause
- College of the Marshall Islands
 - Compton Community College
 - Salvation Army Crestmont College
- 2005-Accreditation Termination
- D-Q University
- 2006 –Warning
- College of the Redwoods
 - Fresno City College
 - College of Marin
 - Windward Community College
 - Feather River College
 - Hawaii Tokai International College
 - Lassen College
 - College of the Redwoods
- 2006-Probation
- Queen of the Holy Rosary
 - College of the Marshall Islands
- 2006-Accreditation Terminated
- Compton Community College
- 2007 –Warning
- Cerro Coso Community College
 - College of the Sequoias
 - Porterville College
 - College of Marin
 - Fresno City College
 - Hawai'i Tokai International College

- College of the Marshall Islands
 - Los Angeles County College of Nursing and Allied Health
 - Western Career College
 - Victor Valley College
- 2007 - Probation
- Northern Marianas College
 - Heald College
 - Lassen College
 - Hartnell College
 - College of the Redwoods
 - Brooks College
- 2007-Show Cause
- American Academy of Dramatic Arts-Los Angeles
- 2007 -Withdrawal and Termination of Accreditation:
- Don Bosco Technical Institute
- 2008 – Warning
- Canada College
 - College of San Mateo
 - Cuesta College
 - Hartnell College
 - Imperial Valley College
 - Marymount College
 - Mira Costa College
 - San Joaquin Valley College
 - Shasta College
 - Sierra College
 - Solano Community College
 - College of the Marshall Islands
 - Hawai'i Tokai International College
 - Porterville College
 - Victor Valley College
 - Cerritos College
 - Copper Mountain College
 - Diablo Valley College
 - Mission College
 - Ohlone College
 - Orange Coast College
 - Palo Verde College
 - San Joaquin Delta College
- 2008 - Probation
- College of Marin
 - Los Angeles County College of Nursing and Allied Health
 - Modesto Junior College
 - College of the Redwoods
 - Lassen College
 - Los Angeles Southwest College
- 2008 - Show Cause
- Northern Marianas College
 - Salvation Army Crestmont College
 - TransPacific Hawaii College
- 2008 -Withdrawal from Accreditation
- American Academy of Dramatic Arts – Los Angeles
- 2009 - Warning
- Cuesta College
 - El Camino College

- Long Beach City College
 - Rio Hondo College
 - Santa Ana College
 - Lassen College
 - Imperial Valley College
 - Ohlone College
 - Palo Verde College
 - Shasta College
 - Sierra College
- 2009 - Probation
- American Samoa Community College
 - Crafton Hills College
 - San Joaquin Delta College
- 2009 - Show Cause
- Northern Marianas College
 - Diablo Valley College
 - Solano Community College
- 2009 - Accepted Closure Report
- Brooks College
- 2009 - Accepted Closure Report and Terminated Accreditation
- TransPacific Hawai'i College (effective April 3, 2009)

ACCJC Sanctions of California Community Colleges 2003-8

(The following list includes community colleges that have been placed on warning, probation, show cause, or had their accreditation revoked between 2003-2008 within the state of California. The asterix () by the college indicates whether or not the school has been on the list multiple times for sanctions)*

- Merritt College*
- College of Alameda
- Laney College
- College of Marin*
- Evergreen Valley College
- San Jose City College
- West Hills College Coalinga
- Compton Community College*
- Fresno City College*
- Feather River College
- Cerro Coso Community College
- College of the Sequoias
- Victor Valley College*
- Lassen College*
- Hartnell College*
- College of the Redwoods*
- Canada College
- College of San Mateo
- Cuesta College*
- Imperial Valley College*
- Mira Costa College
- Shasta College*
- Sierra College*
- Solano Community College*
- Porterville College
- Cerritos College
- Copper Mountain College
- Diablo Valley College*
- Mission College
- Ohlone College*
- Orange Coast College
- Palo Verde College*
- San Joaquin Delta College*
- Modesto Junior College
- Los Angeles Southwest College
- El Camino College
- Long Beach City College
- Rio Hondo College
- Santa Ana College
- Santiago Canyon College
- Crafton Hills College

Total number of schools given sanctions: 41

Total Community Colleges in California: 110

In the past five six years, roughly 37% of California community colleges have been given one form of sanction.

**Courses with Last Review Date up to 1999-2000
10-15 years without revisions/updates
(oldest is from 1994)**

Total of **1320** courses
By Division

I

BHSS	BUS	FA	HS&A	Humanities	I & T	Math	NS
25/136 (18%)	39/115 (34%)	91/239 (38%)	57/207 (28%)	69/157 (44%)	127/342 (37%)	11/46 (24%)	18/78 (23%)

437 courses outstanding (either inactive** or haven't had course reviews past 1999-2000)
437/1320~33% have not been reviewed/updated in 10-15 years

II

**Courses with Last Review Date up to 2000-2004
By Division
6-9 Years without revisions/updates**

BHSS	BUS	FA	HS&A	Humanities	I & T	Math	NS
38/136 (28%)	24/115 (21%)	90/239 (38%)	58/207 (28%)	37/157 (24%)	125/342 (37%)	19/46 (41%)	25/78 (32%)

416/1320~32% have not been reviewed/updated in 6-9 years

III

**Total* Number of Courses with the Last Review Date no reviewed from 1994-2004
By Division
(6-15 years without revisions/updates)**

BHSS	BUS	FA	HS&A	Humanities	I & T	Math	NS
63/136 (46%)	63/115 (55%)	181/239 (76%)	115/207 (55%)	106/157 (68%)	252/342 (74%)	30/46 (65%)	43/78 (55)

*These percentages reflect the totals of courses that haven't been reviewed/revised from 1994-2004

**Courses might be inactive, but they haven't been *officially* inactivated.

853/1320~65% have not been reviewed from 1994-2004